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# HOLMES' SECOND READER.

NEW EDITION

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Publishing  
Co.  
New York.

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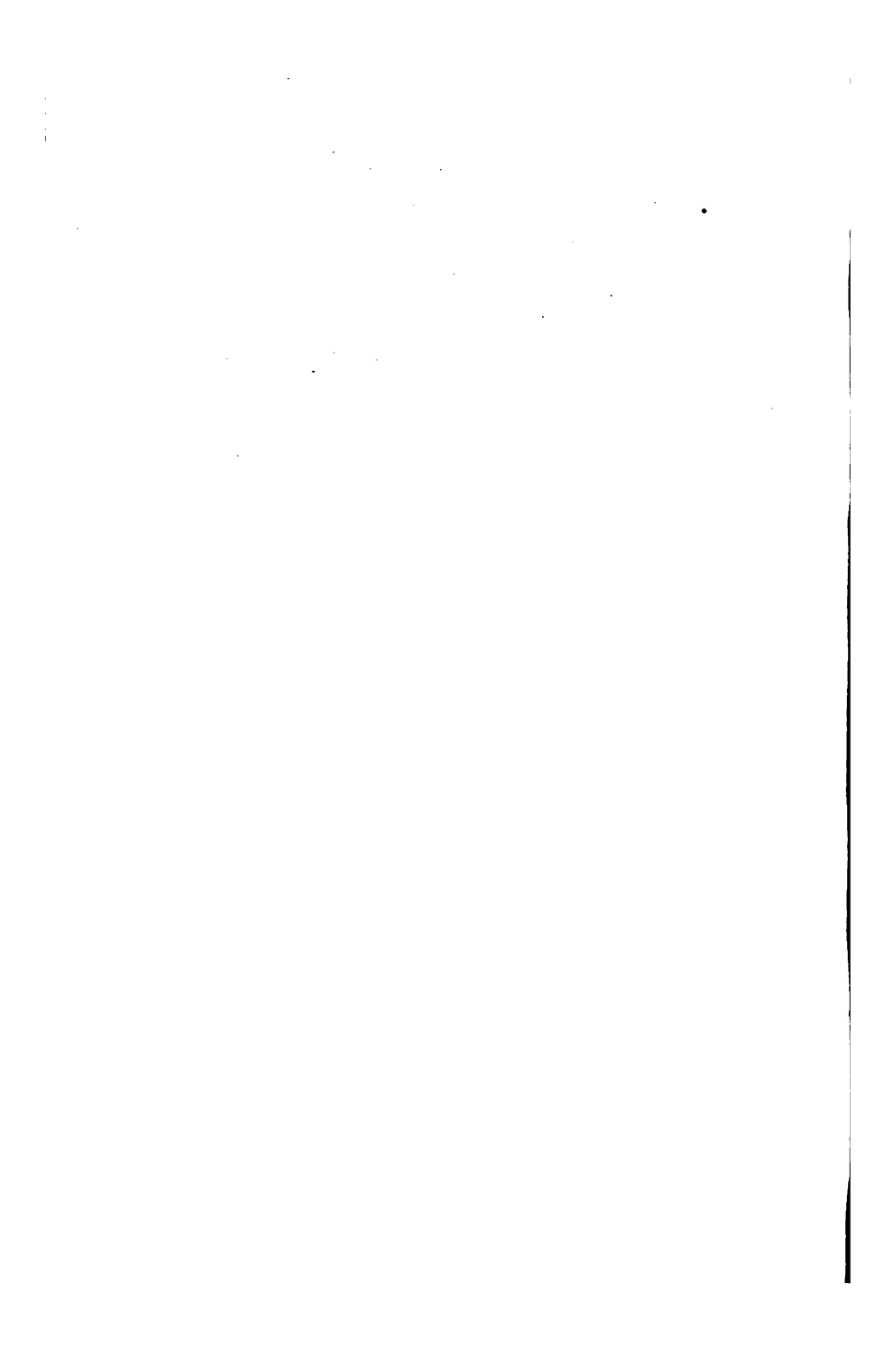
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# HOLMES'

## SECOND READER

*NEW EDITION*



BY  
GEORGE F. HOLMES, LL.D.  
UNIVERSITY OF VIRGINIA  
L. W. ANDERSON  
ENGLISH HIGH SCHOOL, BOSTON

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PREFACE.

THE Second Reader carries forward progressively the work of the First Reader. A judicious combination of the Word and Phonic methods has been adopted. These can be used to supplement each other, or separately as the teacher may prefer.

The lessons preserve the same easy gradation as those of the First Reader. The stories in prose and verse are well adapted to awaken a lively interest in the minds of the pupils, and at the same time to instil principles of truthfulness and honesty, and sentiments of kindness and honor.

Most of the new words are placed at the head of the lessons in which they first occur. Their pronunciation has been indicated by appropriate diacritical marks, so as to enable the pupil to pronounce them at sight.

The questions and language exercises at the end of the lessons are designed to cultivate the constructive powers of the pupil. The aim has been to present a suggestive variety of exercises, rather than to develop any special line of work. These exercises may be modified or enlarged by the teacher to suit the requirements of the class. Others should be added where it is possible to make the lesson more interesting and instructive.

The phonic exercises are simply and conveniently arranged, and are believed to be suited to the demands of a Second Reader.

The script exercises have been prepared with great care expressly for this book. Pupils can be trained to read the written form of words as easily as the printed form.

The Editors take pleasure in acknowledging their obligations to several teachers of large experience in the class-room for valuable assistance in the preparation of this book. Acknowledgment is also due to the publishers of "Our Little Ones" for a single selection.

# CONTENTS.

LESSON	PAGE
I. MARY'S CLASS . . . . .	11
II. THE BOAT . . . . .	13
III. HOW CHICKIE TOOK A BATH . . . . .	15
IV. A HOUSE THAT MOVES . . . . .	17
V. DICK'S FALL . . . . .	20
VI. THE FOX AND THE DUCKS . . . . .	21
VII. THE YOUNG ROBINS . . . . .	23
VIII. WILLIE'S LETTER (Script) . . . . .	24
IX. THE LION AND THE FOX . . . . .	26
X. THE MOTHER BIRD . . . . .	28
XI. THE YOUNG DOCTOR . . . . .	29
XII. THE TWO GARDENS . . . . .	32
XIII. WORK AND PLAY (Script) . . . . .	34
XIV. JOHN'S NEW PONY . . . . .	36
XV. OUR DOG BONNY . . . . .	38
XVI. NOT A MINUTE . . . . .	40
XVII. PUSSY'S BALL GAME . . . . .	42
XVIII. A BIRD'S PLAY-HOUSE . . . . .	43
XIX. THE LUCKY MOUSE . . . . .	45
XX. STOP, STOP, PRETTY WATER . . . . .	49
XXI. PAPA'S TRUE STORY . . . . .	50
XXII. THE TRUTHFUL BOY . . . . .	53
XXIII. LOST IN THE WHEAT-FIELD . . . . .	54
XXIV. THE FLY AND THE WORM . . . . .	57
XXV. TWO LITTLE BIRDS . . . . .	59
XXVI. THE LITTLE BIRDS (Script) . . . . .	62
XXVII. LULU'S LESSON TO DICK . . . . .	63
XXVIII. ON THE BEACH . . . . .	66
XXIX. THE SHOWER . . . . .	70
XXX. THE BOY AND THE RAIN DROPS . . . . .	73
XXXI. GRANDPA . . . . .	74



LESSON	PAGE
XXXII. THE VOICE IN THE WOODS . . . . .	77
XXXIII. DRIVE THE NAIL ARIGHT . . . . .	79
XXXIV. ABOUT BIRDS' NESTS . . . . .	80
XXXV. A LITTLE GIRL'S LETTER . . . . .	84
XXXVI. HOW THE RIVER GREW . . . . .	86
XXXVII. THE RILL AND THE MILL . . . . .	88
XXXVIII. THE DOLLS' TEA-PARTY . . . . .	89
XXXIX. FALLING SNOW . . . . .	92
XL. HOW JOE EARNED FIFTY CENTS . . . . .	93
XLI. WHERE SALT COMES FROM . . . . .	95
XLII. THE FIELD MOUSE . . . . .	97
XLIII. NELL AND HER BIRD . . . . .	100
XLIV. JACK AND HIS BEANS . . . . .	102
XLV. WHO BUILT THE HOUSE? . . . . .	105
XLVI. THE CLUCKING HEN . . . . .	107
XLVII. ABOUT SUGAR . . . . .	108
XLVIII. GRACE'S LETTER (Script) . . . . .	112
XLIX. HOW CORN GROWS . . . . .	114
L. STORIES ABOUT DOGS . . . . .	115
LI. THE TREE-BABIES . . . . .	118
LII. THE VOICE OF SPRING . . . . .	121
LIII. THE FLY . . . . .	122
LIV. THE FLY SONG . . . . .	125
LV. THE TAME BEAR (Part I.) . . . . .	128
LVI. THE TAME BEAR (Part II.) . . . . .	131
LVII. CHEERFULNESS . . . . .	134
LVIII. THE RICE-BIRD . . . . .	136
LIX. WHAT THE WINDS BRING . . . . .	138
LX. THE HONEY BEE . . . . .	139
LXI. THE SONG OF THE BEE . . . . .	142
LXII. I MUST GUARD THEM . . . . .	144

## TO THE TEACHER.

---

THE phonic exercises are intended for short and frequent drills in articulation and enunciation. Such drills do much to correct slovenly reading, and are effective also in training the vocal organs. Two or three sounds are provided in each exercise. These are sufficient for a single lesson.

If the new words at the head of the lessons are thoroughly mastered, the reading will be easy. Before the pupils read these words, they should learn to pronounce and recognize them quickly. Oral and written spelling of them will be found a useful aid to this.

The pupils should be made familiar with the diacritical marks and their signification.

The language lessons are to familiarize the pupil with the practical use of oral and written language. The more readily pupils can employ words and sentences in speech and on slate, the more quickly will they appreciate them in print. And a correct appreciation of the words and sentences to be read is clearly essential to fluent and intelligent reading.

The script models furnish a large written vocabulary.

The questions placed at the end of the lessons are to encourage conversation on the subject of the lesson.

The exercises in filling blanks will lead to a correct idea of what is necessary to constitute a sentence.

All of these exercises, however, are only subsidiary to the main object of the book, which is to teach the pupil to read.

## VOWEL CHART.

ā	as in	āte.	ī	as in	gīrl.
ă	“ “	ăt.	ō	“ “	ōld.
ǣ	“ “	ǣrm.	ö	“ “	ön.
ǻ	“ “	ǻll.	ū	“ “	ūse.
â	“ “	âsk.	ŭ	“ “	cŭp.
â	“ “	câre.	û	“ “	fûr.
ē	“ “	hē.	ōō	“ “	tōō.
ě	“ “	lět.	öö	“ “	löök.
ī	“ “	īce.	oi	“ “	oil.
ĭ	“ “	ĭn.	ou	“ “	out.

## EQUIVALENTS.

ǻ like ö, as in wǻs.	ŭ like öö, as in pŭt.
é “ â “ “ whêre.	ÿ “ ī “ “ flÿ.
e “ ā “ “ eĭght.	ÿ “ ĭ “ “ babÿ.
o “ oō “ “ dō.	oy “ oi “ “ boy.
ó “ ŭ “ “ dōne.	ow “ ou “ “ owl.
ô “ ǻ “ “ fôr.	ew “ oō “ “ drew.
u “ oō “ “ rŭle.	ew “ ū “ “ dew.

ě, ô, and ĭ like û as in hēr, wōrk, gīrl.

A line drawn through a letter, thus, ǻ, marks it silent.

CONSONANT CHART.

b	as in	bat.	s	as in	sent.
d	" "	did.	s	" "	sure.
f	" "	fox.	t	" "	tin.
ġ	" "	ġet.	v	" "	vine.
j	" "	joke.	w	" "	wine.
k	" "	kite.	x	" "	fox.
l	" "	lane.	y	" "	yoke.
m	" "	mat.	ch	" "	chair.
n	" "	nail.	th	" "	thin.
ng	" "	king.	th	" "	thine.
p	" "	pail.	sh	" "	shine.
r	" "	rap.	z	" "	zero.

EQUIVALENTS.

e like k	as in	eat.	gh like f	as in	laugh.
eh " k	" "	chord.	n " ng	" "	rank.
ç " s	" "	çent.	q " kw	" "	queen.
d " t	" "	walked.	ſ " z	" "	roſe.
ġ " j	" "	ġem.	x " gz	" "	exist.

wh like hw as in while.

## PHONIC SPELLING.

IN sound spelling be careful to give the sounds of letters and not their names.

The word *say* has three letters and two sounds. *s* represents a hissing sound; *a* has the same sound as its name; *y* is silent; therefore, the word spelled by sound is *s-ā*.

In the word *she* *sh* stands for a hushing noise; *e* for the sound ē, which is the same as its name.

I.		III.	
WORDS.	SOUNDS.	WORDS.	SOUNDS.
say	s-ā	care	k-ā-r
she	sh-ē	ball	b-ā-l
sight	s-ī-t	half	h-ā-f
boat	b-ō-t	fox	f-ō-k-s
use	ū-z	head	h-ē-d
II.		IV.	
look	l-ōō-k	cough	k-ō-f
oil	oi-l	was	w-ō-z
out	ou-t	where	hw-ē-r
too	t-ōō	ink	ī-ng-k
dew	d-ū	then	th-ē-n

## PUNCTUATION MARKS.

- |              |                        |
|--------------|------------------------|
| . Period.    | — Dash.                |
| : Colon.     | ? Interrogation Point. |
| ; Semicolon. | ! Exclamation Point.   |
| , Comma.     | “ ” Quotation Marks.   |
| - Hyphen.    | ' Apostrophe.          |

# NUMBERS.

ARABIC.	ROMAN.	ARABIC.	ROMAN.
1 one	I	21 twenty-one	XXI
2 two	II	22 twenty-two	XXII
3 three	III	23 twenty-three	XXIII
4 four	IV	24 twenty-four	XXIV
5 five	V	25 twenty-five	XXV
6 six	VI	26 twenty-six	XXVI
7 seven	VII	27 twenty-seven	XXVII
8 eight	VIII	28 twenty-eight	XXVIII
9 nine	IX	29 twenty-nine	XXIX
10 ten	X	30 thirty	XXX
11 eleven	XI	40 forty	XL
12 twelve	XII	50 fifty	L
13 thirteen	XIII	60 sixty	LX
14 fourteen	XIV	70 seventy	LXX
15 fifteen	XV	80 eighty	LXXX
16 sixteen	XVI	90 ninety	XC
17 seventeen	XVII	100 one hundred	C
18 eighteen	XVIII	200 two hundred	CC
19 nineteen	XIX	500 five hundred	D
20 twenty	XX	1000 one thousand	M

NOTE.—To fix the Roman Numerals in mind, use them occasionally in making number tables, viz.:  $IV + VII = XI$ ;  $VIII - II = VI$ ;  $IX \times VIII = LXXII$ ;  $XL + X = IV$ .

## SUGGESTIONS FOR READING.

---

1. When you read in the class, stand erect and hold your book in the left hand.

2. Hold your book below your mouth, so that you can be easily heard.

3. Learn to pronounce the words correctly.

4. Read in a pleasant, natural tone and speak clearly.

5. Try to understand the meaning of what you read.

6. Read the sentences as you would talk them.



# READING LESSONS.

## LESSON I.

al'ways

lēs'son

cléan

fāce

sōr'ry

rōgue

lēarn

plāce

mōrn'ing

whīch



Mary's Class.

1. Here is Mary on her way to school



with Bessie. She stops for her every morning. They are in the same class.

2. They are good girls. They look on their books and try to learn fast. They speak loud and plain, just as they are told to do.

3. Harry Lee is in the same class. He is a fine little fellow, with bright eyes and clean face and hands.

4. He looks on his book and always keeps the place. But out of school, he is very fond of play.

5. Kitty Jones is a very little girl. She is in Mary's class, too, and reads as well as any of the others. She is very fond of her book, and takes good care of it.

6. But I am sorry to say that Paul Green is too great a rogue to learn much. He is always ready for fun, and does not think of his lesson.

What does the story say of Mary and Bessie?

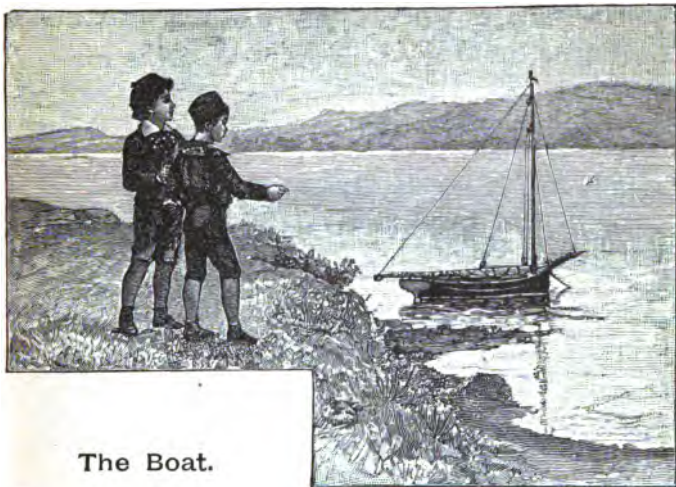
What kind of a boy was Harry Lee?

What is said about Paul?

*The answer to each question should be given by the pupil in a complete sentence.*

## LESSON II.

Fránk	lake	guéss	flág
Rálph	lawn	wish	mást



1. "Frank! Frank!" said Ralph, "what do you think I saw when I was out on the lawn just now?"
2. "A new horse?" said Frank.
3. "No, it was not a new horse."
4. "Was it a new wagon?"
5. "No, it was not a new wagon."
6. "Then tell me what you saw."
7. "It was on the lake. Can you guess now?"

8. "A pair of swans? Papa said we should have some swans for the lake."

9. "No, it was not swans. It was a new boat. A fine large boat. Come! let us go down to the lake and look at it."

10. So off they ran to the lake, and there they found a fine new boat. It had a mast, a sail, and a flag.

11. "I wish we could sail it," said Frank. "Let us get into it."

12. "O no!" said Ralph. "Papa told me we must not do that. We do not know how to sail a boat."

13. "We must wait, and go with papa, or with some one who knows how to take care of it."

What did Frank guess that Ralph had seen?

What kind of a boat was it?

What did Frank want to do?

Why did not the boys sail the boat?

What do you think of Ralph?

*Copy this line on your slate.*

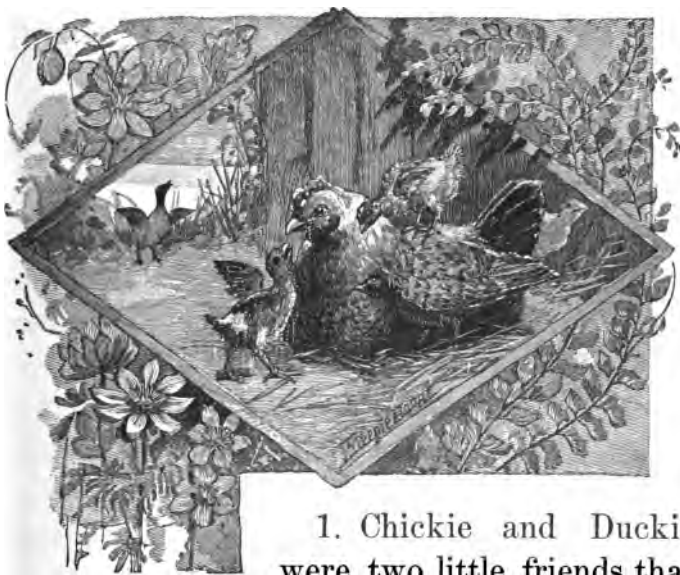
*Guess what I saw, Frank!*

## LESSON III.

frīends	trīpped	scrāch	Spēck'le
stārt'ed	frīght'ened	tōes	hāp'pened
a frāid'	scrām'bled	bāth	be tween'

Pronounce *tripped*, tript. "Don't" means *do not*.

## How Chickie took a Bath.



1. Chickie and Duckie were two little friends that lived in the same barn-yard.

2. One warm day they started off for a walk and soon they came to the pond.

3. "Now for a good swim," said Duckie.

“Come Chick! Come with me and try a bath. You don’t know what fun it is.”

4. Then in jumped Duckie, but Chick was afraid. She ran this way and that way, and at last tripped in some long grass on the bank, and fell into the water.

5. Poor little thing, how frightened she was! But the water was not deep, and soon she scrambled out upon the bank.

6. Then she ran home to her mother as fast as she could go crying “Peep! peep!” all the way.

7. Kind old Speckle felt very sorry for her, as she told her sad story. Then she called all the other chicks, and they came running to see what had happened.

8. “Now chicks,” said their mother, “I think you will all see that the pond is no place for you.”

9. “Ducks can swim better than they can walk. They have a thin skin between their toes, that makes their feet like little oars.”

10. “Your feet are made to scratch the ground, not to swim in the water.”

How came the chick to be in the water?  
 Why can't a chicken swim like a duck?

Copy this line:—

*Chickie cried. "Peep! peep!"*

---

#### LESSON IV.

ěv'er	mēan	təŭch	chānce
rē'al	a live'	shell	an'y
snāil	hōrnŕ	frŭit	lēaves
crawl	dōes	dew	cāre'fŭl

Pronounce *any*, ěn'ŷ; *dew*, dŭ; *does*, dŭz.

#### A House that Moves.

**Father.** Did you ever see a house move without oxen or men to move it, George?

**George.** No, papa, I never did. Did you?

**Father.** Yes, George, very often.

**George.** Do you mean a real house, papa?

**Father.** Yes, a real house, but a very little one. It is so small that you can hold it in your hand.

**George.** All of it, papa? How funny!

*Father.* Well, let us walk on now. Perhaps we shall see one. Look there, George! Do you see that little round thing just before us, near the ground?

*George.* Yes, papa. It must be alive. It moves. What can it be?

*Father.* That is a snail, George, with its shell on its back. See! he has four little horns on his head. Touch them with that bit of grass in your hand and see what he will do. Be careful—don't hurt him.



*George.* Why where has he gone, papa? He did not give me a chance to touch them.

*Father.* He has gone into the shell on his back. He saw something coming, and so he went into his safe little house.

*George.* Where are his eyes, papa? I did not see any.

*Father.* O, he has sharp eyes on the tips of those two long horns. And he has a mouth, too, with teeth in it.

**George.** What does he find to eat, papa?

**Father.** He eats green leaves, and he likes fruit. He cannot crawl about when it is dry, so he comes out to look for food when every thing is wet with dew or rain.

**George.** I wish he would come out of his house, papa. I want to see him again.

**Father.** Then don't touch him. Keep very still. See! now he is coming out.

**George.** Is this the little house that you said we might see, papa?

**Father.** Yes, George, this is the house that I was telling you about. It is all the house a snail wants, and he likes it as well as we like ours.

Where is the snail's house?

Where are his eyes?

What will he do if you touch him?

What does he eat?

When does the snail like to crawl about?

*Copy these lines :—*

*Don't step on my house.  
I am inside.*



## LESSON V.

high'er	branch	steal	breast
wrong	be gan'	pret'ty	bush
climb	broke	dead	grieve

"Wouldn't" means *would not*.

## Dick's Fall.

1. One day when Dick and Fred were coming home from school, they saw a bird's nest in a tall tree.

2. "I mean to climb that tree and get the eggs," said Dick.

3. "O no, don't do that!" said Fred. "I wouldn't, if I were you. You know it is wrong to steal birds' eggs."

4. But Dick would have his own way, and began to climb the tree.

5. Up he went higher and higher, until he was very near the nest. Just then the branch that he was on broke, and he fell to the ground.

6. There he lay on the grass, with his eyes shut, as if he were dead.

7. Fred ran as fast as he could for help. Some men came and took Dick home.

8. He was hurt so much that he did not

get well for a long time. He never tried to rob a bird's nest after that.

If ever I see,  
On bush or tree,  
Young birds in their pretty nest,  
I must not in play  
Steal the birds away,  
To grieve their mother's breast.

*Let pupils answer the questions in complete sentences.*

What did Dick try to do ?  
What happened to him ?

---

## LESSON VI.

week	been	tried
want	while	heard
watch'ing	noise	caught

Pronounce **been**, bĭn.

### The Fox and the Ducks.

1. I can see you watching the ducks, old fox. You want to get one, I know, but I don't think you will while I am here.

2. I have seen you before. You are the fox that came to our barn-yard last week, and tried to steal one of our hens.



3. But, O what a noise they made! Towser heard them, and you



heard Towser, I think. You would have been caught that time, old fox, if you had not run off so fast.

4. You like dogs when they are far away, don't you? So far that you can not see them.

5. Ah! Here comes Towser. Now we shall have a race. "Catch him, Towser! Run for your life, fox!"

## LESSON VII.

rōb'in          child          shin'ing          dēars

"I'll" means *I will* ; "'Tis," *it is* ; "she'd," *she would*.

## The Young Robins.

One day, the sun was warm and bright,  
 And shining in the sky ;  
 A robin said, " My little dears,  
 'Tis time you learn to fly ; "  
 And all the little robins said,  
 " I'll try, I'll try, I'll try."

I know a child, and who she is  
 I'll tell you by and by.  
 When mamma says, " Do this" or " that,"  
 She says, " What for?" and " Why?"  
 She'd be a better child by far  
 If she would say, " I'll try."

*Phonic Exercise.*

The vowel sound should be given by the teacher in a clear and pleasant tone, and then by the pupils, singly and in concert. The words should then be spelled by sound. Let the exercises be frequent, brief, and spirited.

ă	găme	hăste	găve	măke
ă	măn	căb	măd	săt

## LESSON VIII.

Wil'lie	crăck'ing	thŭmped	hēav'ī er
nŭt'ting	shāke	lāughed	plēn'ty
pīck'ing	Mōr'ton	thōught	fin'gers

Pronounce *thought*, thawt ; *laughed*, lăft.

## Willie's Letter.

1. Willie Morton was a city boy. He loved the country, and often spent a few days with his cousin Frank, at the farm.

2. Once when he was there, the two boys went off nutting. There were plenty of nut trees in the fields and woods.

3. Frank climbed the tree, to shake the branches. This made the nuts fall off.

4. Willie stayed on the ground picking them up, as they fell.

5. Ever so many big nuts thumped on his head. He wanted to cry, but Frank laughed, so he laughed, too.

6. Willie said he thought the nuts up in the tree were a great deal heavier than the ones on the ground.

7. The next day he wrote a letter to Harry Lee. Here it is.

## Willie's Letter.

Ashland, Oct. 24, 1888.

Dear Harry,

I wish you were here. We boys have a jolly time.

The best fun of all is nutting. Sometimes the nuts fall thump on your head, but we don't mind that.

I hit my fingers cracking them. Good by.

Your friend,

Willie Morton.

Copy the first five lines of script.

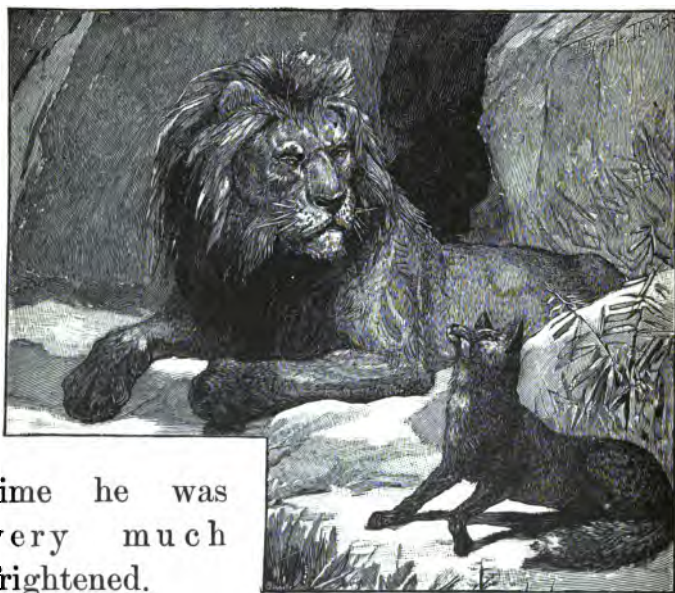
## LESSON IX.

food	again'	quite	nóth'ing
fear	stópped	thírd	creep'ing
first	crèpt	fríght	slów'ly
harm	trót'ted	ē'ven	in stéad'

Pronounce *again*, aģěn'; *nothing*, nūth'ing.

## The Lion and the Fox.

1. There was once a fox that had never seen a lion. When he saw one for the first



time he was  
very much  
frightened.

2. The lion looked at him, but did him no

harm. So the fox crept away and ran off to his hole.

3. Here he stayed for a long while. At last he became very hungry and went out to get some food.

4. A few days after, the fox met the lion again. This time the fox was not quite so much afraid.

5. He looked at the lion, and instead of creeping away in a fright, as before, he trotted off slowly. He even stopped to look back at him.

6. A third time the fox met the lion. This time he went up to him as if there was nothing to fear; as much as to say, "Good-morning, Mr. Lion. How do you do this fine day?"

7. The lion did not hurt the poor little fox. He looked at him and then walked away.

*Let the pupils read these lines and fill the blanks with the right words.*

The fox had — seen a lion.

He was very much ———.

The fox — off to his hole.

The lion did not — the fox.



## LESSON X.

chirp'ing

ris'es

strong'er

vēr'ses

seem

lōng'er

stārt

works

ōf'ten

Pronounce *often*, ōf'n ; *works*, wûrks.

## The Mother Bird.

1. Did you ever see four little birds in a nest? And did you ever see the mother bird fly down to feed them?

2. She has all she can do to fill their little mouths with food. But she loves the little birds so much, she is glad to work for them, and never cares how tired she is.

3. Even before the sun rises, she flies off to find food, and works hard all day long. For these little birds need to eat very often.

4. In a few weeks, the young birds are strong, and then they want to fly away.

5. Just before they start, there is a great deal of noise and chirping in the nest. The mother bird and her little ones talk to each other.

6. Here are some pretty verses that tell us what they seem to say.

## What the Birdies Say.

7. What does little birdie say,  
 In her nest at peep of day?  
 "Let me fly," says little birdie,  
 "Mother, let me fly away."
8. "Birdie, rest a little longer,  
 Till the little wings are stronger."  
 So she rests a little longer,  
 Then she flies away.

Why does the mother bird work so hard?  
 How long do the little birds stay in their nest?

## LESSON XI.

knöckəd	äskəd	jäck'stönes	mīnd
mārchəd	built	pīct'üre	döc'tor
ö'panəd	sēat	sēc'ond	cöld
mīn'ute (it)	bēt'ter	per häps'	

Pronounce *knocked*, noekt; *asked*, askt.

## The Young Doctor.

1. Allan had taken cold, so his mother kept him in the house. Here he played

jack-stones and built houses, and looked at pictures until he was tired.

2. He wanted to go out of doors, but he thought his mother would not let him. So what do you think he did?



3. He put on his papa's hat and coat and boots. Then he went to his mother's room and knocked at the door. "Come in," said his mother. Allan walked in.

4. "I am the doctor, and have come to see your little sick boy," said Allan.

5. "I am glad to see you, doctor," said his mother. "What can you do for him?"

6. "I will give him three pills," said the doctor. "First pill is, give him his warm coat and cap. Second pill is, give him his sled. Third pill is, let him stay out of doors a good while. That is a long, long pill.

"Now I will go. Good-by. Mind this, and your little boy will get well in a minute." And off marched the doctor.

7. Soon the door opened again, and Allan ran in. "Mother," he asked, "are you not going to mind the doctor?"

8. "Perhaps I had better," said his mother, smiling. "Those are three very good pills, I know. They may help my little boy to get well. I think I will try them."

9. So Allan had his three pills; his coat and his cap, his sled, and a good, long play in the yard.

*Let the pupils answer the questions in complete sentences.*

How did Allan try to be happy?

When he got tired what did he do?

Why was this better than to fret?

## LESSON XII

edge	lumps	bēans	rād'ish es
āp'ple	shā'dy	pēas	chil'dren
ūn'der	chōs'an	pō'sies	plānt'ed
rich	let'tuce	vī'o lets	buſ'y

Pronounce *lettuce*, lēt'tis ; *busy*, biz'ī.

## The Two Gardens.

1. "We may each have a garden, Milly. Papa says so. I want mine on the edge of the brook."

2. "And I will have mine under this big apple-tree, Tom. It will be so cool and shady."

3. "Those are very poor places you have chosen," said Robert the gardener. "I can find you better ones."

4. "Your flowers would not grow under the apple-tree, Miss Milly. They would get so little sun there. And the land near the brook would be too wet."

5. So Robert made two beds where the ground was rich, and where the sun would keep it warm all day.

6. Then Tom went to work with his spade.

He got out all the stones, and broke up the hard lumps of earth.

7. Milly took the rake and smoothed over the ground that Tom had dug up. Soon the beds were ready for the seeds.

8. Tom planted peas, beans, lettuce, and radishes. But Milly had only flowers in her bed. They were pinks, sweet peas, violets, and other pretty posies.

9. Every day the children ran to the garden to see if their seeds had come up. At last they found little green leaves peeping out from the ground.

10. Some of these came from the seeds that were planted, but many of them were weeds. The weeds kept the children very busy. There were new ones to be pulled up every day.

11. Tom and Milly took good care of their gardens. They kept them trim and neat all the time, and soon the plants grew large and strong.

12. "This is real work, but I like it," said Tom. "It is better than playing all the time, when we are out of school."

13. "O yes!" said Milly, "and see what we get for our work! our gardens are so pretty now. But I like play, too."

What did Tom and Milly do to the ground?

What did they plant?

**Phonic Exercise.**

ä	bär	cälm	päth	äunt
a	ball	talk	swarm	awe



LESSON XIII.

Work and Play.

hălves	might	üse'less	mō'ments
hăp'py	right	rule	trī'fled

Pronounce *halves*, hăvz.

*Work while you work.  
 Play while you play.  
 That is the way  
 To be happy and gay.*

*All that you do.*

*Do with your might;  
Things done by halves  
Are never done right.*

*One thing at a time  
And that done well.  
Is a very good rule,  
As many can tell.*

*Moments are useless  
Trifled away;  
So work while you work,  
And play while you play.*

**Copy the third stanza and commit to memory.**



## LESSON XIV.

tēach	ā'ble	troüb'ləd	bound
o bēx'	whīp	strück	spräng
pō'ny	stīr	rōde	brō'kən
quīck	rōad	thrōwn	ad vīce'

"Didn't" means *did not*.

## John's New Pony.

1. "Now for a ride on my new pony," said John. "Come, Dan, let me see how fast you can trot."

2. "Take care how you ride him," said his father. "He is young, and has a good deal to learn yet. You must be kind to your pony, but at the same time you must teach him to obey."

3. "Oh, I know how to ride a pony," said John. "Don't be troubled about me, father." So John sprang upon Dan's back and rode off.

4. When the pony had gone a little way, he stopped and would not move. John touched him with his whip, but still he would not stir a step.

5. Then John struck him very hard. Dan



didn't like this, and off he went at full speed, down the road.

6. He gave such a quick start that John was thrown to the ground. His father saw him fall and ran to see if he was hurt.

7. When John was taken home, the doctor found that the poor boy had broken his arm. So it had to be bound up a long time before it was well and strong.

8. When John was able to ride his pony again, he was very glad to take his father's advice.

*Let the children tell this story in their own language.*

## LESSON XV.

try'ing	taught	paid	whis'per
sound	let'ters	seek	hide
deal	mon'ey	feels	stairs
words	won'der-ful	Prim'er	of'fer

"Can't" means *can not*.

## Our Dog Bonny.



1. This is our little Lucy and her pet dog, Bonny. She is trying to teach him to say the letters in her Primer. He looks as if he would like very much to say them, but he can't.

2. A dog can never learn to speak as we do. But some dogs know a great deal, and can learn many things. Let me tell you what Bonny can do.

3. If anything he likes to eat is put before him, and he is told, "It cost money," he will not touch it. But, if we say to him, "It is paid for," he takes it at once.

4. If we offer him food upon a fork, and tell him to say "please," he makes a soft sound. This is his way of saying please.

5. If we tell him to "whisper," he makes a very low sound; and if we tell him to "speak," he gives one loud "bow-wow."

6. He will give you his "right paw" or his "left paw." He will bring letters upstairs when they come from the post-office. He likes to play "hide-and-seek" with the children.

7. Bonny is very fond of his friends, and every one that knows him thinks he is a "wonderful dog."

What did Lucy try to teach her dog?

Tell some of the things that Bonny did.

What did his friends think of him?

## LESSON XVI.

sěv'en

cŭn'ning

hŭr'ried

mice

straigh't

cār'ry

cried

plēas'ant

sure

Pronounce *sure*, shŏr.

## Not a Minute.

1. Nellie Gray is a little girl seven years old. She has been going to school just a year. She goes by our house every day.

2. The first day she went, her mother said to her, "Be sure and come straight home from school, Nellie."

3. "May I not play a little while on the way?" said Nellie.

4. "No," said her mother. "Come home first, and then go out and play."

5. "May I not stop at any girl's house, mother?"

6. "No, Nellie. Always come home first."

7. One day Benny Carter said to her, "Come into my house, Nellie, and see my sister's white mice. They are such cunning little things. Come!"

8. "No," said Nellie, "I can't come."

"Do," said Benny.

"No, Benny."

"Come in just a minute, Nellie."

9. "No, I can't, Benny, not a minute. I must ask mother first." And she hurried home as fast as her feet could carry her.

10. Her mother was glad to let her go. So off she ran a happy little girl. She had a very pleasant time seeing the little white mice play in their blue cage.

What did Benny say to Nellie ?

Why did Nellie say no ?

*Write these words adding ing to each, and then pronounce them distinctly.*

*go play see do ask  
tell sing eat drink  
will sell call ring*

### **Phonic Exercise.**

ē	ēve	mēat	kēy	fīeld
ē	ēnd	brēad	mēt	lēd

## LESSON XVII.

paw	tossed	ev'er	game
wall	best	left	beats

"We'll" means *we will*; "that's," *that is*.

## Pussy's Ball Game.

Thinks Pussy—"That ball  
That I see in the hall  
Is the best ball of all  
That ever I saw;  
My kittens I'll call  
From the garden wall,  
And we'll toss the nice ball  
From paw to paw."

So the kittens came all  
From the garden wall,  
And they tossed the nice ball  
From paw to paw.  
Thinks Dick—"That's my ball  
That I left in the hall,  
And this game beats all  
That ever I saw."

*Write and mark all the words that sound with ball.*

## LESSON XVIII.

chil'dren	ärch	fëath'ers	twig
buïld'ing	point'ed	chāse	chī'nà
fix'ing	cū'rī oūs	fāst'en	spënd
cōarse	cār'pet	slën'der	fłoor

Pronounce *fasten*, fās'n. "Isn't" is the same as *is not*.

## A Bird's Play-house.

1. See these two birds in the picture, Mary. What are they doing?

2. They are building a play-house, Harvey. They are called "Bower Birds."

3. A play-house, Mary! I should think it was a nest of some kind. Why I see the



little white eggs; don't you? But if it is a nest, it is a very funny looking one.



4. No, Harvey, it is a real play-house. The white things you see are not eggs. They are bits of shell or broken china, small stones, and scraps of paper.

5. You see one of the birds has a little twig in his mouth, and one has just picked up a feather. They are fixing up their play-house to make it look pretty, just as children do sometimes.

6. Oh, isn't it curious, Mary? Who ever heard of birds building a play-house before! Please tell me all about it.

7. Yes, it is curious. All birds make nests to lay eggs in. But the "Bower-Birds" are the only ones that build a long room, just to play in.

8. The first thing they do is to have a mat or carpet for the floor. They make it out of coarse grass and twigs.

9. They take the long and slender twigs, and fasten one end in the mat. Then they bend them so as to make an arch-way, as you see in the picture.

10. These birds are very fond of their bowers, and spend many hours playing in

them. They chase one another up and down the long arch, and have a very happy time.

*Answers to the questions should be given in complete sentences.*

Why are these birds called Bower-birds ?

How do they make the Bower ?

How do they play in it ?

Write the word *isn't* in full.

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### LESSON XIX.

sūp'per	naugh'ty	mīs'chief	dārk
rōom	cūsh'ions	sōft'ly	claws
ūse'ful	bōt'tom	crū'el	crōss

### The Lucky Mouse.

1. Poor little mouse! He was very hungry. So he crept into the dining-room to look for something to eat.

2. No one was there, and on looking about he found some crumbs. He felt quite safe and happy until he heard the door open.

3. Before he could think what to do, in came Lillie with her kitty.

4. Puss saw the mouse and sprang to catch him. But Mousie ran straight to his little hole in the wall.

5. Pussy ran, too, as fast as she could. But



when she got there, all she could see was the tip of Mousie's tail going out of sight.

6. "Come here, you naughty puss," said Lillie. "Why do you want that little mouse? I know you are not hungry. I gave you a good supper of nice milk."

7. "Meow! meow!" said Puss. She felt very cross, and that was all she would say.

8. "You are a very cruel puss, and I must

not leave you here." So Lillie took up her kitty and ran to find mamma.

9. "Just think, mamma," said Lillie, "my kitty tried to catch a poor little mouse in the dining-room. Why should she do that when she is not hungry? Isn't she cruel, mamma?"

10. "Why no, Lillie! You must not think that of your kitty. Don't you know that cats were made to catch mice?"

11. "Just see these cushions on the bottom of her feet. They were put there so that she might walk softly."

12. "A mouse can not hear her until she is very near. Then she jumps to catch him before he can get away."

13. "Her long, sharp claws are made to hold him fast. She can draw in her claws, you know, so you can not see or feel them."

14. "Sometime when it is nearly dark, Lillie, take your pussy and look at her eyes. Then see how large they are."

15. "In the dark they open very wide to let in more light. This helps her to catch mice in the night."

16. "So you see, Lillie, that your kitty is not cruel. She is made to be useful in this way. Mice do a great deal of mischief."

17. "You may be sorry for the poor little mouse. But it is a good thing for kitty to catch one, when she can."

Why did the mouse run back to his hole?

Why do cats have soft cushions on their feet?

Why do they have long sharp claws?

How do the eyes of a cat look in the dark?

Why should kitty be allowed to catch mice?

*Copy and fill the blanks with the right words.*

The — barks.	The — chirps.
The — moos.	The — talks.
The — coos.	The — sings.
The — meows.	The — roars.

### ***Phonic Exercise.***

e	hēr	hērd	ēarn	sēarch
e	they	eight	reins	weight

## LESSON XX.

fröl'ic sòme	bröök	a wáy'
rūn'ning	flow'ers	něv'er

Stop, Stop, Pretty Water.

1. "Stop, stop, pretty water!"  
Said Mary, one day,  
To a frolicsome brook  
That was running away.

2. "You run on so fast!  
I wish you would stay;  
My boat and my flowers  
You will carry away.

3. "But I will run after;  
Mother says that I may;  
For I would know where  
You are running away."

4. So Mary ran on;  
But I have heard say,  
That she never could find  
Where the brook ran away.

## LESSON XXI.

stô'ry	fall'en	măt'ter	thănk'ful
trưth	blăme	căre'less	a mông'
kicked	clôse	trưe	grôwn
tũm'bling		ẽ'ven ing	

## Papa's True Story.

1. What shall the story be to-night, children? I don't think of any that you have not heard before.

2. Oh, we like to hear the same ones over and over again, papa. Tell us a true story of something that happened when you were a boy.

3. Well, I will tell just one, and then you must all be off to bed.

4. When I was a boy, I had a schoolmate named Percy Davis. We were great friends.

5. Percy had a big foot-ball, and after school we often had a good game with it.

6. Some times we kicked it very high. Often when it was coming down we would both run to give it the next toss.

7. Once it came down among the little fruit trees in our garden.

8. Percy ran and I ran, as fast as we could, but just as we came to the ball, I tripped and fell. Percy fell, too, tumbling over me.

9. We were not a bit hurt, and did not see that we had done any mischief.

10. So up we jumped and went on with our play, happy as ever.

11. My father was very fond of his fruit trees. He went every evening to see how much they had grown.

12. After supper that day, he took me with him for a walk in the garden. Soon we came to the place where Percy and I had fallen down.

13. There lay two of the little fruit trees, broken off close to the ground.

14. "Oh dear!" said my father. "What could have done this? I wonder if Rover has been playing here, with some other big dog?"

15. "How sorry I am! Do you know how this happened, Frank?"

16. What could I say? Could I let Rover take the blame? "How easy it would be," I thought to myself.



17. But my next thought was, "No! I will tell the truth."

18. My father was very sorry that I had been so careless, but he was very glad and thankful that I would not tell a lie.

*Let the pupils complete these sentences by filling the blanks orally.*

Percy had — — —.

The boys kicked — — —.

The fruit trees were — — —.

Frank was a — — —.

Frank's father was — — —.

What word means the opposite of *fast*?

What one the opposite of *good*? of *high*? of *sorry*? of *careless*?

*Let the pupils write the following names and then their own, marking the familiar vowels.*

Mary Percy Frank

Henry Bessie Lucy

Kate Willie John

## LESSON XXII.

clêar	hôn'est	be cause'
câr'ly-hëad'ed	youth	rëa'son
nô'ble	pëo'ple	ân'swer

Pronounce *answer*, ân'ser.

## The Truthful Boy.

1. Once there was a little boy,  
    With curly hair and pleasant eye,  
    A boy who always loved the truth,  
    And never told a lie.
2. And when he trotted off to school,  
    The children all about would cry—  
    “There goes the curly-headed boy  
    Who never tells a lie.”
3. And everybody loved him so,  
    Because he always told the truth,  
    That every day, as he grew up,  
    They called him “honest youth.”
4. And when the people that stood near  
    Would turn to ask the reason why,  
    The answer would be always this:  
    “He never tells a lie.”

## LESSON XXIII.

měad'ōw	cōurse	wā'ving	wild
e nough'	dāi'sies	through	fōur
bārk'ing	būt'ter cūp	tāst'ed	five

Pronounce *enough*, e nŭf'. "I'm" means *I am*.



## Lost in the Wheat-field.

1. "I wish I could go and pick wild flowers," said little Mary. "I don't like to stay at home all the time."

2. "And I want to find that old bull-frog that makes such a funny noise," said Paul. "He lives in the brook, I guess."

3. "I'm sure we might go by ourselves.

Why, I am five years old, and you are almost four, Mary. I'm a real big boy now."

4. "Of course you are, Paul. You are plenty big enough to take care of me. Come! let us go."

5. So off they started hand in hand. They went down by the brook and over the meadow, picking wild flowers all the way.

6. Froggy sat on a warm stone in the middle of the brook, taking a nap in the sun. When he heard the children coming, he just said "ker-chog!" and then jumped splash into the water.

7. But the flowers were not afraid and did not run and hide. Buttercups and daisies were waiting for them everywhere.

8. At last they came to a great field of wheat. "Oh, what tall grass!" said Mary. "What a nice place to hide in!"

9. "So it is," said Paul. "We can play that we are the 'Babes in the Wood' and get lost in here."

10. "Yes, that will be good fun," said Mary. "Let us go and find a place to lie down. We can cover ourselves with these flowers."

11. On they went till both began to feel very tired and hungry. Then they thought they would go home, and not play getting lost till next time.

12. Paul tried to look through the tall wheat, but could only see the waving grain on every side. He did not know which way to go, and was almost afraid that they were really lost.

13. Just then he heard his father's voice, and the next moment Fido came bounding through the wheat, barking for joy that he had found the children.

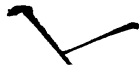
14. O, how happy they all were! Mary was soon on her way home in the arms of her father, with Paul and Fido by his side.

15. How good the children's supper tasted that night, and how glad they were to lie down in their own little beds!

*Let the children tell this story in their own language.*

***Phonic Exercise.***

i	bite	ride	mine	time
ī	bīt	līm	hīm	sīt



## LESSON XXIV.

flit'ting	worm	dull	flut'tered
con tēt'	spi'der	sill'y	with out'
din'ner	hūm'ming	grāpe	smil'ing

Pronounce *worm*, wŭrm. "Mr." means *Mister*.

## The Fly and the Worm.

1. One warm summer day a little fly was flitting about, now here, now there, and humming as he went from flower to flower.

2. How happy I am to be a fly, thought he. I have nothing to do but to have a good time. Buzz-z-z, how happy I am.

3. I am glad I am not a worm, like that one I see coming out of his hole. How cold and dull he looks, poor thing!

4. I think I will go down and talk to him. He may like to hear something about the gay life I lead.

5. So the fly went down to the worm and said, "Good-morning, Mr. Worm. How do you do this fine day?"

6. "Thank you," said the worm, "I am very well. I have just come out to take the air for awhile."

7. "You must find it dark and cold down there in the ground," said the fly. "Do you not get tired of your dull life? Would you not like to be a fly, and have wings like mine?"

8. "O no!" said the worm. "I am quite content to do without wings. I feel safe in my hole, and I can creep in and out when I please.

9. "It is not so dark and cold there as you think. You may have more sport than I, in the summer time. But when frost and snow come, my house is snug and warm.

10. "I should be silly to fret because I am a worm, for wishing will not change me. But I must go home now for my dinner, Mr. Fly. So I wish you a very good-day."

11. "And I must go for mine," said the fly. "Good-day, poor worm, good-day!" Then away he flew to a grape-vine, smiling as he thought of his pretty wings.

12. In the vine a great spider had spun a web. And there he sat waiting for his dinner.

13. But the vain little fly did not see the spider's net, and flew right into it. O how he kicked and fluttered! It was of no use. His wings did not save him then.

14. So the worm had his dinner that day, and the spider had his. But the fly did not have any.

Why did the fly have no dinner?

What word means the opposite of *glad*?

What word means the opposite of *cold*?



## LESSON XXV.

in'side	thēm sēlves'	tûrns	hūng
brought	kind'ly	pōrch	wild'ly
hatched	lōne'ly	cāge	wires

Pronounce *brought*, brawt ; *hatched*, hatcht.

### Two Little Birds.

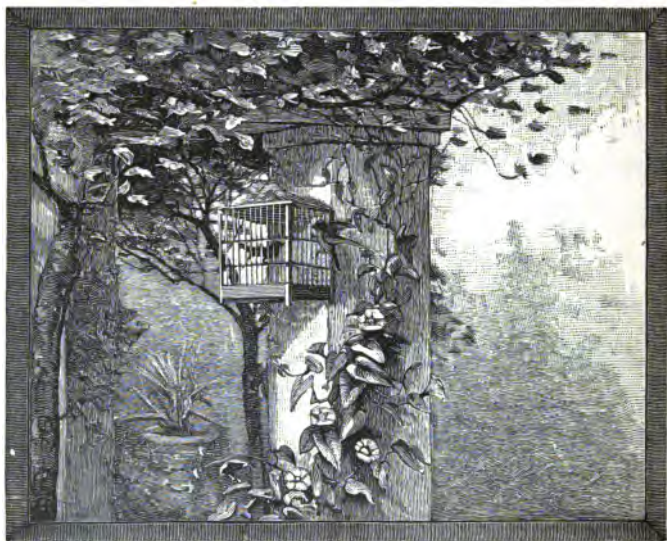
1. Two little birds once built a nest in a tall tree. They made it soft and warm inside, and soon four pretty eggs were laid.

2. The mother bird sat upon the eggs to keep them warm, while her mate brought food for her to eat.



3. After awhile the eggs were hatched and four little birds came out of the shells.

4. They could not take care of themselves. So the two old birds took turns in watching and feeding them.



5. One day the mother bird left the nest, but did not come back. Her mate felt very sorry and went to look for her.

6. The mother bird had been caught and put into a pretty cage, which was hung out on the porch of a fine house.

7. A little girl gave her nice seeds and fresh water. She talked to her very kindly, and tried to make her happy, but the poor bird was very sad and lonely.

8. Soon her mate came flying near where the cage was hung. When she heard his call, she answered with a loud chirp, and so he knew just where to find her.

9. How glad they were to see each other! How wildly he flew about the cage, pecking at all the wires!

10. The little girl was near and saw how the birds loved each other. So she came softly and opened the cage door, and waited to see them fly away.

"I have made all this trouble, poor bird," said she.

"I feel very sorry, but now you are free;

So fly with your mate, to your home in the tree;

A cage is no place for a wild bird, I see."

### *Phonic Exercise.*

ô	bône	rôse	nôse	lôad
ö	nöt	röb	höp	töp
o	dö	möve	prove	shöe

## LESSON XXVI.

## The Little Birds.

Birds in a nest,  
Nest upon a tree;  
Under mother's breast,  
Warm as warm can be!

Mother keeps you warm.  
Father brings you food,  
Safe within your nest,  
Happy little brood!

Mind you do not fall  
From your nest on high.  
You've no feathers yet,  
So you cannot fly.

When your feathers grow,  
 On some sunny day  
 You shall learn to fly:  
 Chirp, chirp away.

*Copy the second stanza.*

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LESSON XXVII.

tōne	po lite'	snăp	sŭp poze'	prōp'er
ōld'er	shāme	spīts	sĕlf'ish	pŭrr
stōod	greed'y	rŭde	yōur self'	whine

Lulu's Lesson to Dick.

1. Now Dick, you naughty dog, this will never do. You must not snap at Flossy. She is my dear little kitty. I will not have you cross to her.

2. I know that you are hungry, and want your supper. But don't you suppose that Flossy is hungry and wants some, too?

3. I see that you would like to drive her off, until you get all you want to eat. Why will you be so selfish and greedy? For shame, sir!

4. O you need not whine so. I know all you want to say, Dick. You think Flossy is naughty, too, do you?

5. Well, she is not always very polite, I am sure. She puts up her back when you come near her, and sometimes she spits at you. This is very rude.

6. But doggie, dear, you are older than kitty. You should teach her to be polite by being polite yourself. She will do what she sees you do and think it is all right. So if you are good, she will learn to be like you. She will be good, too.

7. Sometimes, Dick, you even get cross with me—with me, your best friend who loves you so much. Then you say bow-wow to me in a tone that is not at all proper. Just think of it!

8. Now doggie, my dear, I am sure you will try to be good after this. You will never make me sad again, never! never!

9. You and Flossy must not forget to say "please" and "I thank you." You must always speak to each other politely. She must purr very softly, and you must give a gentle bow-wow.

10. Now give me your paw, Dick. Look right up into my face. Are you very sorry that you have been a naughty dog?

11. "Bow-wow," said Dick in a low tone. Then he hung down his head and walked slowly away.

12. Flossy stood near. She had heard all that Lulu said. She felt sorry, too. So she rubbed up against Dick, purring gently. She wanted to say "Kitty loves you; please love kitty."

13. Then off they ran to the garden to play, and soon were very good friends.

*No, I thank you.*

*Yes, if you please.*

*Copy these two script lines and commit to memory.*

## LESSON XXVIII..

bēach	hālf	gāth'ērəd	tīde
bākəd	chōkəd	ən ōth'er	salt
mōss'es	cōv'ērəd	a shōre'	wāves
stōrm	hēapəd	lŷ'ing	rēach

Pronounce *half*, hāf.

"I'd" means *I would*; "we'll," *we will*; "won't," *will not*.

## On the Beach.

1. Charlie, Katie, and little Ben were on the beach. Charlie's dog Sailor was there, too.

2. The children had made sand-pies and baked them in clam-shells. They had dug wells for the tide to fill. They had gathered shells and mosses.

3. "What shall we do next?" said Charlie, who had grown tired of one play after another.

4. "Let us play hide-and-seek," said Katie. "We can hide among the rocks, and let Sailor find us."

5. "No!" said Charlie; "we play hide-and-seek every day. Let us think of something new."

6. "I'd like to go home and see mamma," said tired little Ben.

"O no! not quite yet, Benny," said his sister. "We must wait and see the wells fill up, before we go home."



7. "Suppose we play that a big storm washes a little boy ashore. Then we'll find him on the beach, half-covered with sand."

8. "Yes," said Charlie, "that will be nice. Ben shall be the boy that is washed ashore."



We'll play that he is all wet, and half-choked with salt water, when we find him. Then we'll take him home to mamma and ask her to keep him for our little brother."

9. Benny forgot how tired his fat little legs felt. He trotted along the beach after Charlie, till they found a good place.

10. Then he lay down with his back to the water, and Charlie and Katie heaped the warm, white sand over him.

11. "There, Ben," said Charlie, "lie still while we run back and look at the wells. Then we'll come and find you. We won't be gone a minute. Come, Katie. Come along, Sailor!"

## II.

1. Poor little Ben! He was so tired that the soft sound of the waves upon the beach soon sang him to sleep.

2. Charlie and Katie found that the wells were filling, and ran from one to another, to see the water come into them.

3. They forgot about Benny, lying all alone on the sand. And they forgot, too, how fast the tide was rising. Their "minute" was

a very long one; it was many minutes, but they did not know it.

4. When the last well was full, they ran back to find little Ben. Before they could reach him, they saw a big wave dash upon the shore, just where he was lying.

5. Poor little fellow! There was no need to *play* that he was all wet, and half-choked with salt water, for it was all true.

Do you wonder that Benny thought this new play was not very "nice?"

6. Charlie and Katie did take the little boy home to mamma. But how do you think they felt? And what do you think their mamma said?

*Let the pupils answer in complete sentences.*

Tell me what you see in the picture.

What happened to Benny?

What do we get out of the sea?

What do you find on the sea-beach?

***Phonic Exercise.***

û	tûbe	tûne	cûre	pûre
û	tûb	bût	sûn	rûb
u	full	could	puss	bush

## LESSON XXIX.

clouds	bīg'ger	drīnk	beaū'ti ful
pēlt'ed	cōl'ors	rīv'erſ	rāin'bōw
spān	drōps	show'er	whōle
wōrld	a gainst'	drip	

Pronounce *against*, a gēnst'. There'd, means *there would*.

## The Shower.

1. Roy stood at the window watching the rain. How fast the drops came down!

2. They pelted the windows and went splash, splash, all over the clean glass. Little drops fell, drip, drip, from all the leaves and twigs.

3. They washed every leaf and every blade of grass. They seemed to be giving the whole world a bath. What a good time they had.

4. But Roy did not feel very happy. He wanted to go out and play. His mother had said that he must stay in the house. So he put his face against the window and kept saying to himself,

" Rain, rain, go away,  
Come again another day.

Little Roy wants to play  
In the meadow, on the hay."

5. "My dear Roy," said his mother, "you should not be unhappy. It is God who sends the rain. He knows better than you do when the earth needs water.

6. "If we never had rain, the trees and the grass would not grow. The beautiful flowers that you like so much would all die. They drink the rain-drops as you drink water.

7. "If the rain never came, all the rivers and the brooks would soon dry up. The horses and cows and sheep would die, as well as the flowers. And people would die, too. Nothing can live long without water.

8. "But look, Roy! The drops are falling slowly now. The sun is chasing the clouds away. This is only a shower after all.

9. "The trees and the flowers, the birds and the brooks will all be glad to have this rain. And children should be glad to see it, too. Don't you think so, Roy?"

10. "O yes, mamma! I am going to be

good and happy now. Do you think there will be a rainbow this time? "

11. "We will watch for one, Roy. It is almost sure to come after such a shower."

12. "O mamma! I see one now, just coming out of that cloud. It grows bigger and brighter every minute. O how pretty it is!"

13. "Yes, indeed, Roy. There is nothing more beautiful than a rainbow. But we should never see one if we did not have rain."

14. "We must have the clouds, then the rain-drops, and then the sunshine, before we can have a rainbow with its bright colors."

If all were rain, and never sun,  
No bow would span the hill.  
If all were sun, and never rain,  
There'd be no rainbow still.

*Let the pupils answer these questions in complete sentences.*

What good does the rain do?

What would happen if the rain never came?

What makes the rainbow?

Tell the shape of the rainbow.

Why do you think it is called a rainbow?


When was the first rainbow?

## LESSON XXX.

pĭt'ter      păt'ter      rāin'y      wĭn'dōw-pāne

"I've" stands for *I have*.

**The Boy and the Rain Drops.**

1. Oh! where do you come from,  
    You little drops of rain,  
Pitter-patter, pitter-patter,  
    Down the window-pane?
  2. Tell me, little rain drops,  
    Is that the way you play,  
Pitter-patter, pitter-patter,  
    All the rainy day?
  3. I sit here at the window;  
    I've nothing else to do;  
O, how I'd like to play  
    This rainy day with you!
  4. The little rain drops can not speak,  
    But "pitter-patter, pat,"  
Means, "We can play on this side,  
    But you must play on that!"
- 

## LESSON XXXI.

gláss'es    Bi'ble    bĭrth'dāy    stō'ries    eigh'ty  
 slĭp'pers    lēans    wēars    grānd'pā    stēps

Pronounce *eighty*, ē'tī.



## Grandpa.

1. Why didn't you come to school to-day, George? I thought that you were sick.

2. O no, Frank! I was not sick. Mother took me with her to visit grandpa this morning. This is his birthday. He is eighty years old.

3. I have two grandpas, George, but I

have never seen them yet, they live so far away. I wish they were near enough for me to see them sometimes.

4. Well, I have only one, Frank, but he is as good as two, I think.

5. Dear old grandpa! How glad he was to see us. We found him sitting by the window, reading his Bible, when we got there this morning.

6. He can't see very well, so he wears glasses, and reads in books that have large letters. The little hair he has on his head is as white as snow.

7. Both of my grandpas have white hair, too, George. One of them is blind. If I should ever go to see him, I think he might like to have me lead him about.

8. Yes, indeed, Frank, very likely he would. Mother says I must always be very kind to grandpa. There are many little things that I can do to make him happy. I go to see him very often.

9. He loves to be in his garden among the trees and flowers. He leans upon his cane and walks about slowly.

---



10. When he is ready to come in I help him up the steps. Then I put away his hat and get his slippers. He likes to have me read to him from my books. And then he tells me stories of the time when he was a boy.

11. Well, I must run home now, George, for I have some hard work to do on my lessons. I am glad you were having a good time to-day, instead of being sick.

*Copy these lines and commit to memory.*

*Be kind and be gentle  
To those who are old,  
For kindness is dearer  
And better than gold.*

***Phonic Exercise.***

ȳ	bȳ	trȳ	eȳe	slȳ
ŷ	prēt'tȳ	sŏft'lȳ	ŏn'lȳ	vēr'ȳ

## LESSON XXXII.

shout'ed	plāy'mātes	ūg'ly	no'bōd y
vēxēd	tēm'per	ēeh'o (ek-)	gōōse
re ply'	ān'gry	mōck	voīce

"You're" means *you are*; "who's," *who is*.

## The Voice in the Woods.

1. "Hop, hop, hop!" shouted little Willie, as he was playing in a field near a wood.

"Hop, hop, hop!" came a voice in reply.

2. Willie thought the voice came from some boy in the woods. He looked all about, but could not see any one. Then he called out, "Who's there?"

"Who's there?" replied the voice.

3. "Who's there, I say? What's your name?" shouted Willie.

"I say, what's your name?" came back from the woods.

4. Willie was getting quite vexed, so he called out at the top of his voice, "You're a goose!"

Back came the voice, "You're a goose."

5. At this Willie got angry, and called

out all the ugly names he could think of. But every one came back just as before.

6. Willie looked, and looked, but nobody could be seen.

7. So in a very bad temper he ran home and told his father, that a boy hid in the woods had called him ugly names.

8. "Did he speak first?" said his father.

9. "No," said Willie. "I was just saying 'Hop, hop, hop,' and he began to mock me. I could not see him, so I called out, 'Who's there?'"

10. "Then he mocked me again. And everything I said, he said after me."

11. "There was only one boy there," said his father, "and that one was yourself, Willie. What you heard was the echo of your own voice. If you had said kind and gentle words, you would have heard the same from the echo."

12. "This was the echo from the woods, Willie. But you will often hear an echo from your playmates. So try always to speak to them just as you would like to have them answer back."

## LESSON XXXIII.

hearts      gāz'ing      sue ceed'      cheer'ful  
 a rīght'      stūm'ble      re ward'      down'cāst  
 "Iron's" means *iron is*; "you've," *you have*; "you'll," *you will*.

## Drive the Nail Arlight.

1. Drive the nail arlight, boys,  
     Hit it on the head;  
     Strike with all your might, boys,  
     While the iron's red.
2. When you've work to do, boys,  
     Do it with a will;  
     They who reach the top, boys,  
     First must climb the hill.
3. Standing at the foot, boys,  
     Gazing at the sky,  
     How can you get up, boys,  
     If you never try?
4. Though you stumble oft, boys,  
     Never be downcast;  
     Try and try again, boys,  
     You'll succeed at last.

5. Never give it up, boys,  
 Though your work be hard;  
 Work and cheerful hearts, boys,  
 Bring their own reward.

Which is your motto, "I'll try" or "I can't?"  
 What word can you use in place of *gazing*?

*Phonic Exercise.*

oi	oil	boil	join	coin
ou	out	loud	cloud	sound



LESSON XXXIV.

straw	ō'ri ôle	ôv'an	brîck
wîse	bākes	clāy	mîxəd
swîngs	tēach'es	nēt' work	prîck'ly
rōōf	queer'ly	dōme	ēas'ily

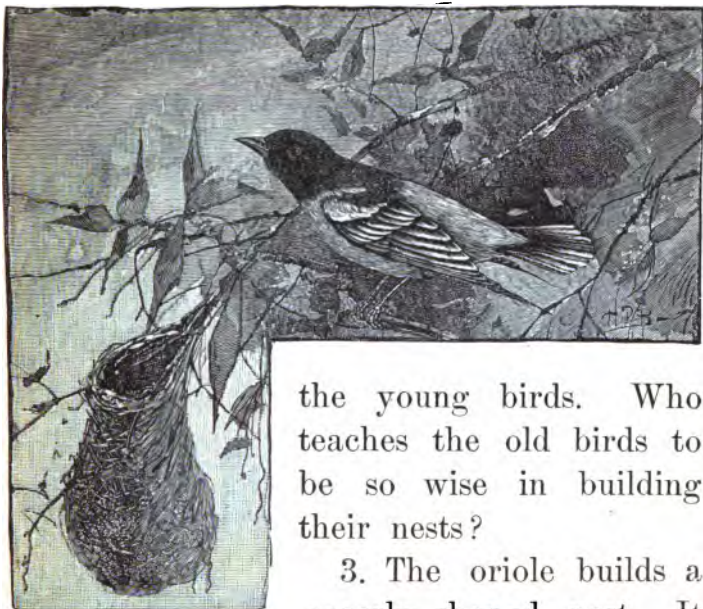
Pronounce *oven*, ūv'n.

About Birds' Nests.

1. In the spring the birds are very busy gathering moss and twigs, or bits of hay and straw, with which to build their nests.

Have you not seen them picking up such things, and flying with them into the trees?

2. The inside of the nest is often made of horse-hair or feathers, so as to be soft for



ORIOLE'S NEST.

the young birds. Who teaches the old birds to be so wise in building their nests?

3. The oriole builds a queerly shaped nest. It is like a deep pocket or bag. He fastens it with bits of string and hair high up in a tree, and there on some slender twig it hangs and swings.

4. Then the wise little builder and his mate gather scraps of cloth and soft feathers to

line the nest with. They make it a snug and warm little home for the baby birds that are soon to be hatched.

5. There is another very curious nest which is shaped something like an oven. The bird that builds it is called the "Oven Bird."



OVEN BIRD'S NEST.

6. The nest is made of wet clay which the bird finds on the bank of a river. The clay is mixed with grass and straw, and the hot sun bakes it nearly as hard as a brick.

7. Inside the nest are two rooms. The mother bird lays her eggs in one of them, and the other is used by her mate.

8. Some birds are called "dome-builders," because they build a dome-shaped roof over their nests. The Magpie is a dome-builder. The picture shows you what a queer looking nest he and his mate build for their little ones.

9. Over the nest is a net-work of twigs from some prickly thorn bush. Only a small opening is left for the birds to go in and out. They do not mean to let boys' naughty hands come into their little home very easily.



NEST OF THE MAGPIE.

*Let the pupils answer the questions in complete sentences.*

Name the birds in this lesson.

Name any other bird you know.

What bird do you love the best?

What do you think that birds were made for?

Write something about a bird.



## LESSON XXXV.

proud'ly	clōse	wēath'er	clūck'ing
loud'ly	pēa'cock	write	spēll
clō'ver	strūts	nēxt	lōv'ing

## A Little Girl's Letter.

Dear Grandma,—I will try to write  
 A very little letter.  
 If I don't spell the words all right,  
 Why, next time I'll do better.

My little rabbit is alive,  
 And likes his milk and clover;  
 He likes to see me very much,  
 But is afraid of Rover.

I have a dove as white as snow;  
 I call her "Polly Feather;"  
 She flies and hops about the yard  
 In every kind of weather.

The hens are picking off the grass,  
 And clucking very loudly,  
 While our old peacock struts about,  
 And shows his colors proudly.

I think I'll close my letter now;  
I've nothing more to tell.  
Please answer soon, and come to see  
Your loving little  
Nell.

Let the children close their books and write this letter  
in their own language.

*Master James Adams,  
Jefferson.  
Missouri.*

*Miss Alice Gray,  
10 West 42d St.,  
New York,  
N.Y.*

*Let pupils copy the above names and addresses, and write  
their own in the same manner.*

## LESSON XXXVI.

höl'lōw	fām'ily	spärk'ling	wīl'lōw
wī'der	dān'cing	strēam	grīnd
quī'et	skīp'ping	be lōw'	wheel
mēr'ry	joinēd	mō'ment	vāl'leŷ

## How the River Grew.

1. On a far away hill-side there lived a family of water-drops. The big drops and the little drops had never known any place but their own green hollow.

2. In the valley below they had many good friends, and they often watched them dancing in the sunshine. At last they began to grow tired of their own quiet home.

3. So one day they all started off hand in hand. On they went skipping and dancing around the bushes and over the stones. They made as merry a little rill as ever ran down a hill-side.

4. Many of their friends joined them on the way. Other little rills, too, came tripping along by themselves. Each one seemed in the greatest hurry to be the first in the valley.

5. At last they all came to the foot of the hill and met under some willow trees. Here they stopped a moment to dance in the sunshine, and then started off again together. The little rills of the hill-side had now become a sparkling brook.

6. At every turn the brook made, some shining little rill peeped out from among the trees to see who was coming, and joined it as it went singing along.

7. On it went, tumbling over rocks and stones, and laughing to see what a splash it could make. Other little streams came from every side, and the brook grew wider and wider, until it became a river.

8. Now the river did not care to play. It found a plenty of work to do, as it went on its way. At one place, there was a great mill-wheel to be turned to grind the farmer's corn; at another, there were boats to be carried.

9. At last the river grew so wide and deep that it could carry great ships out to the sea.

*Let the pupils write—water-drops, rill, brook, river, sea, and say something about each.*

## LESSON XXXVII.

Heär'ken	lärk	thou	rĭp'ple
vĭl'lage	dôth	ĭ'dle	fringe

Pronounce *village*, vĭl'lej.

## The Rill and the Mill.

Run, run, thou tiny rill,  
 Run, and turn the village mill;  
 Run and fill the deep, clear pool,  
 In the woodland's shade so cool;  
 Where the wild birds bathe and drink,  
 And the wild flowers fringe the brink.

Hearken what the rill doth say,  
 As it journeys every day!  
 Sweet as skylark on the wing,  
 Ripple, dipple, it doth sing;  
 Never idle, never still,  
 What a worker is the rill!

Tell me what the mill doth say,  
 Clitter, clatter, night and day;  
 When we sleep and when we wake,  
 Clitter, clatter it doth make;  
 Never idle, never still,  
 What a worker is the mill!

## LESSON XXXVIII.

nēck	tēa'par ty	ā'cōrn	drēs'sing
screwēd	dōll'ies	āchēd	nō'ticēd
nūrse	dish'es	ōak	bur'ied
spīll	tā'ble	īll'-brēd	plāin
mouth'fuls	plātes	pāssēd	

Pronounce *buried*, bĕr' id.



The Doll's Tea-Party.

1. Rose was the only doll in the village with a head that could move up and down and from side to side. She felt very proud

of this, and because she was proud she was sometimes very naughty.

2. "I want my head screwed up very high," she said one day to the nurse who was dressing her. "I am going to a doll's tea-party at Aunt Fanny's, and I want to show the dollies what I can do."

3. On her way to the party Rose met two dolls in plain dresses, but she did not speak to them, nor look at them.

4. The tea-table was a large flat rock, under a great oak tree. The dishes and plates for the dollies were pretty shells, and they had acorn cups to drink from.

5. Rose sat at the table with her head tossed up so high that her neck ached. All the other dolls were very nice and good. They sat up straight, just where they were put. They did not spill their food, nor eat too fast, nor take large mouthfuls.

6. No one noticed the proud, ill-bred doll. The other dollies smiled at every one who looked at them and at every thing that was passed to them.

7. They smiled so much that poor Rose

began to think they were making fun of her. She wished she could unscrew her head and smile, too.

8. At last she felt so tired that she fell over and buried her face in the grass. Poor Rose! her neck was hurt, and she had to be taken home and put to bed.

9. Naughty Rose! she might have been happy, if she had not been proud.

Politeness is to do and say  
The kindest thing in the kindest way.

*Write each of these names so that it will mean more than one.*

hen kite ship bird  
dog top cap star  
rat ball boat book

### *Phonic Exercise.*

oo	moon	spoon	cool	food
oo	book	cook	good	wood



## LESSON XXXIX.

flakes	lēdg'es	lā'den	sīght
fall'ing	blāde	bāre.	seen

## Falling Snow.

1. See the pretty snow-flakes  
Falling from the sky!  
On the wall and house-tops,  
Soft and thick they lie,
2. On the window-ledges,  
On the branches bare.  
Now how fast they gather,  
Filling all the air.
3. Look into the garden,  
Where the grass was green;  
Covered by the snow-flakes,  
Not a blade is seen!
4. Now the bare black bushes  
All look soft and white;  
Every twig is laden;  
What a pretty sight!

## LESSON XL.

cār'pen ter	pīg'eōns	shōp	brōōm
fīn'ishəd	swēpt	ċent	pěn'nieŋ
sweep'ing	sāv'ings	town	lūm'ber

Pronounce *pigeons*, pīj'uns. "Haven't" means *have not*.

## How Joe Earned Fifty Cents.

1. Uncle Harris was a carpenter and had a shop in the country. One day he went into the barn where Dick and Joe were playing with two tame pigeons.

2. "Boys," he said, "my work-shop ought to be swept out every evening. Which of you would like to do it? I will pay a cent for each sweeping."

3. "Only a cent!" said Dick. "Who would work for a cent?"

4. "I will," said Joe. "A cent is better than nothing."

5. So every day when Uncle Harris had finished his work, Joe took an old broom and swept out the shop. He did it just as well as he could, and all the pennies he got for the work, he dropped into his savings bank.

6. One day Uncle Harris took Dick and Joe to town with him. While he went to buy some lumber, the boys waited in a store where there were toys of every kind for sale.

7. "What fine kites!" said Dick. "I wish I could buy one."

8. "Only ten cents," said the store-keeper.

9. "I haven't even a cent," said Dick.

10. "I have fifty cents," said Joe, "and I think I will buy that bird-kite."

11. "How did you get fifty cents?" asked Dick.

12. "By sweeping the shop," said Joe. "I saved my pennies, and did not open my bank until this morning."

13. Joe bought the kite and a fine large knife. Dick went home without anything, but he had learned that a penny was worth more than he thought.

14. After that, he was very glad to sweep the shop whenever Joe would let him, even though he received only a penny for his work.

How many pennies would Joe earn in a year?

How many dollars would that be?

What did Dick learn?

## LESSON XLI.

kēt'tle	sēa'wāter	pāns	springŝ
bār'relŝ	brēak'fast	pāil	is'landŝ
pōolŝ	tāstas	boil	mīneŝ

## Where Salt Comes From.

1. Well, Bessie, did you have a good time on the beach to-day? We heard happy voices down there all the morning, and now and then came the sound of our own little girl's merry laugh.

2. O yes, papa! The children were all there, and we played on the rocks till the tide came up so high that we had to run away.

3. What is that on the rocks that looks so white? Do you know, papa? It was all over some places this morning, shining like bits of glass.

4. It must have been salt that you saw, Bessie. Do you know how sea-water tastes?

5. Yes, papa, it tastes very salty.

6. Well, there is salt in sea-water, Bessie, and when little pools of it on the rocks dry up, the salt is left, white and shining.

7. Get some sea-water in your little pail, and we will boil it till the water is all boiled away. Then you will find on the bottom of the kettle little bits of salt, just like what you saw on the rocks.

8. O, I shall be glad to do that, papa! Then I shall have salt to eat with my breakfast that I have made myself. I did not know that we made salt out of sea-water.

9. There is a great deal of salt made from sea-water, Bessie. In the places where salt is made in this way, the men have very large pans to boil the water in, and make many barrels full of salt in a day.

10. Do we get all our salt in this way, papa?

11. O no, Bessie! There are mines deep down in the earth where it is found, and there are salt springs. But the nicest salt, such as we use on the table, comes from salt-ponds that are found on some islands of the sea.

What is salt good for?

Where does salt come from?

How did Bessie make it?

## LESSON XLII.

lōse'ly	this'tle	strēch	slīp'ping
twists	hāngs	rōcked	pōck'ets
brown	stāk	lād'der	Frōst
whēat	queer	cheeks	wīn'ter

## The Field Mouse.

1. Here are two little Field Mice. Did you ever see one?

2. The mouse that Lillie's kitty chased, lived in the house. But these little mice stay in the fields all the time. They always have a little house of their own.



3. They are smaller, too, than the House Mouse. And their pretty fur coat is not gray like his, but soft, brown and white.

4. Where do you think they make their home very often? Why, right in the field of wheat.

5. They build a pretty nest of grass, and line it with thistle down. It is soft and round, and hangs among the wheat stalks.


6. The nest is made loosely and will stretch. So the baby mice have more and more room as they grow.

7. This nice little nest is rocked by the wind, but the little ones never fall out. Their mother shuts them in very safely when she leaves them to hunt for food.

8. When she comes home again, she runs up on a wheat stalk. It is only a smooth straw, but it makes a good ladder for her.

9. She climbs with her paws and holds on with her tail. When she leaves her nest, she twists her tail round the stalk and slides to the ground.

10. When it grows cold the little Field Mice make a new home. This time it is under the ground. There are two or three rooms in it, and queer little roads leading to them.



11. Sometimes Jack Frost tries to find this winter home, but he can not do it. He always gets lost on the way.

12. The mice take the largest room for a bedroom. Here they make soft beds of dry grass. Then they put food in one of the other rooms.

13. They carry the food in their pockets. Not pockets in their coats, like yours. The mice use their cheeks for pockets. Isn't that funny?

14. When this is done, they curl up and go to sleep. They take a long, long nap. Once in awhile, they wake up and eat a little.

15. God has taught these little mice how to do many things. But they will not tell us their secrets. We must watch them if we want to find out what they know.

Try it, children.

Tell about the summer nest of the Field Mouse.

Tell about its winter nest.

How does the Field Mouse come to be so wise?

What word means the opposite of *soft*? opposite of *smooth*? of *dry*? of *long*? of *little*?

Write in full the words *you've*, *you'll*, and *haven't*.



## LESSON XLIII.

chir'rup ing      wound'ed      whér év'er      néared

"They're," means *they are*; "they'll," *they will*; "he's," *he is*; "it's," *it is*.

Nell and her Bird.

Good-by, little birdie!

Fly to the sky,

Singing and singing.

A merry good-by.

Tell all the birdies

Flying above,

Nell, in the garden,

Sends them her love.

Tell how I found you,

Hurt, in a tree;

Then, when they're wounded,

They'll come right to me.

I'd like to go with you,

If I could fly;

It must be so beautiful,

Up in the sky!

Why, little birdie—  
Why don't you go?  
You sit on my finger,  
And shake your head, "No!"

He's off! O how quickly  
And gladly he rose!  
I know he will love me  
Wherever he goes.

I know—for he really  
Seemed trying to say,  
"My dear little Nelly,  
I can't go away."

But just then some birdies  
Came flying along,  
And sang, as they neared us,  
A chirruping song;

And he felt just as I do  
When girls come and shout  
Right under the window,  
"Come, Nelly—come out!"

It's wrong to be sorry;  
 I ought to be glad;  
 But he's the best birdie  
 That ever I had.

Find the words that rhyme in each stanza and pronounce.

---

LESSON XLIV.

bûrst	re mēm'ber	wōrn	shōne
jäck'et	sprīn'kləd	tōrn	un ēa'sy
stēm	ūn der nēath'	bōrn	rōots

Jack and his Beans.

1. The beans Jack had planted were getting uneasy at living in the dark.

The spring sun had shone upon the garden, the warm showers had fallen on it, and every night the dews had wet it.

2. Then, too, each morning, little Jack sprinkled it with his watering-pot. The beans underneath thought there had been a spring shower every day.

They began to make a great stir.

3. They did not look much like the hard

dry things he had planted. They had grown so fat, they hardly knew themselves.

4. "I feel as if I should burst," said the fattest of all. And very soon he did burst. The pretty red jacket he had worn ever since he was born was torn in halves. Then he pushed his head out into the light, and left the old jacket in the ground.

5. Little Jack had just come out with his watering-pot. "O mamma! mamma!" he shouted, "my beans have come up!"



6. "Yes," said his mother, digging up one of the beans. "Here is the little red jacket out of which this one came."

"Why, mamma! was it inside that little red shell?"

7. "O yes, Jack! Don't you remember how your beans looked before they were planted? Here is one now. See! it is in a red shell like the one I just dug up.

8. "Let us take off its jacket. The bean inside is in two parts, you see. Between these lies the little plant. It is nothing but a tiny root, and two tiny leaves.

9. "When the bean begins to grow, its two thick parts, with the little leaves, push themselves up through the ground, while the little root goes down into the ground.

10. "With its root the plant drinks water from the earth. Its leaves have little mouths which take in food from the air. But the mouths and the food are both too small for you to see."

*Let the pupils change these questions to oral statements, thus:—*

**Question.** Were Jack's beans hard when they were planted?

**Answer.** Jack's beans were hard when they were planted.

Will beans burst after they are planted?

Was a bean really inside the torn jacket?

Was the bean in two parts?

Do plants drink water by their roots?

Will this make them grow?

## LESSON XLV.

is'land	plain	lil'ies	cō'zy
frōgs	twēn'ty	chīm'ney	mūsk'rat
pād'dled	ēv'ery	strānge	who ēv'er

## Who Built the House?

1. The house was on a little island in a pond. It was in plain sight, not twenty feet from the shore.

2. Boys came to swim, or to catch frogs. They paddled about in boats and gathered pond-lilies, but they did not spy the house.

3. The house was built of mud and grass. It had a roof, but no chimney. It had walls, but no windows; and it had two or three doors, yet not one of them could be seen.

4. Whoever went in and whoever came out had to take a bath on the way, because all the doors were under water. Every one that lived in that house knew how to swim and to dive.

5. The inside of the house was only a sleeping-room, and in the room was a heap of dried grass for a nice cozy bed.

6. Who do you think could have built so strange a house? Can any one guess? Why! it was Mr. Brown Muskrat.

Where was the muskrat's house built?

What was it built of?

How did the muskrat get into his house?

---

*Write these sentences, filling the blanks with proper words.*

*Birds build \_\_\_\_\_*

*Nellie \_\_\_\_\_ a letter.*

*\_\_\_\_\_ sang a song.*

*The cat caught \_\_\_\_\_*

*Fred \_\_\_\_\_ his lesson*

*\_\_\_\_\_ saw a lion.*

**Phonic Exercise.**

c	căt	căre	cărt	mûsic
ç	çell	çent	îçe	nîçe

## LESSON XLVI.

bär'ley	clück'ing	höl lö'	dóz'an
hay-seed	rōost'er	wife	cräck

Pronounce *dozen*, duz'n. "There's" means *there is*.

## The Clucking Hen.

1. "Will you take a walk with me,  
My little wife, to-day?  
There's barley in the barley field,  
And hay-seed in the hay."
2. "Thank you," said the clucking hen,  
"I've something else to do;  
I'm busy sitting on my eggs,  
I can not walk with you."
3. "Cluck! cluck! cluck! cluck!"  
Said the clucking hen;  
"My little chicks will soon be hatched,  
I'll think about it then."
4. The clucking hen sat on her nest;  
She made it in the hay;  
And warm and snug beneath her breast,  
A dozen white eggs lay.



5. Crack! crack! went all the eggs,  
 Out came the chickens small!  
 "Chick! cluck!" said the clucking hen,  
 "Now I have you all."
6. "Come along, my little chicks,  
 I'll take a walk with you,"  
 "Hollo! hollo!" the rooster cried, and  
 "Cock-a-doodle-doo!"

---

LESSON XLVII.

plăn tâ'tion	crüşhəd	bĕst	jũice
sug'ar-câne	pĕach'es	bōre	sŏl'id
rŏll'ers	ŏr'ang'es	săp	blŏs'sŏms
hŏn'eÿ	mă'ple	ripe	spring

Pronounce *sugar*, shŏŏg'er.

About Sugar.

1. Nearly all children are very fond of sugar. But not many of them know where it comes from, nor how it is made. Your lesson to-day will tell you something about

this sweet friend you all love, so you must read with care and remember what you read.

2. Every thing that tastes sweet has some sugar in it. Ripe oranges, peaches, grapes, and many other kinds of fruit have sugar in them. In many flowers, too, there is sugar. This is what the honey-bee is so fond of; and it is this that he makes into honey.

3. In some places sugar is made from a kind of beet, called the sugar-beet. But most of the sugar that we eat comes from the sugar-cane.

4. This plant grows at the South, in great fields called "sugar-plantations." It looks very much like a field of corn, but the stalks are a great deal larger and taller.

5. When the stalks of the sugar-cane are



cut down, they are taken to a mill and crushed between iron rollers. This presses out the sweet juice, which is boiled a long time. When the watery part is all boiled

away, that which is left is solid sugar.

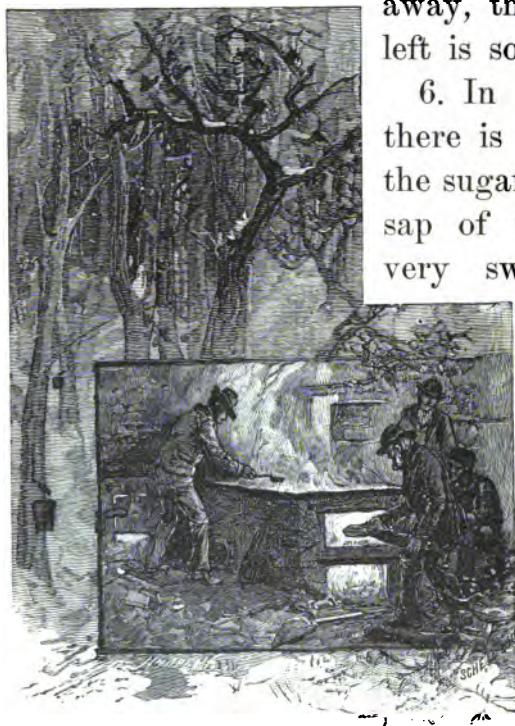
6. In the North there is a tree called the sugar-maple. The sap of this tree is very sweet, and a

great deal of sugar is made from it.

7. In the early spring, when trees wake up from their long winter sleep, the

sap begins to rise in them. This makes the new leaves and blossoms grow.

8. But the sweet sap of the sugar-maple



MAKING MAPLE-SUGAR.

often has to stop on its way. Men bore holes in the trees, and so some of the sap flows out. This is caught in pails and then boiled in large iron pans.

9. When it has boiled a long time the sap becomes very thick. It is then left to cool and harden into the nice maple-sugar that all the boys and girls like.

In what part of our country does sugar-cane grow ?

What are fields of sugar-cane called ?

From what is maple-sugar made ?

Which kind of sugar is most useful ?

How does boiling turn the sweet juice and sap into sugar ?

*Write something about these things.*

A rose . . . .

Ice . . . .

The sun . . . .

Sugar . . . .

Iron . . . .

Snow . . . .

*Draw a line under what you have said about them.*

### *Phonic Exercise.*

d	dōne	dēar	hīd	rēad
d	peeped	pushed	laughed	knocked

## LESSON XLVIII.

## Grace's Letter.

Lake View.

July 6, 1886.

Dear Nell,

I want you to come and make me a good long visit. Mamma said I might write to-day and invite you.

School is closed now, so just think what fun we can have. But I must not play all the time. I have some things to do to help mamma.

Do you like to work? I do. Some of my work is as

good as play. When you come you shall see what nice cake I can make.

Ned says he will take us out rowing in his new boat every day. And you know I have pretty black Bess to drive. So do come and stay just as long as you can.

Please write as soon as you get this, and tell me when you will come.

Your loving cousin.  
Grace.

*Let the pupils write an answer to this letter.*

## LESSON XLIX.

gōne	sīl'very	spūn	un fōld'
sprout	thrēad	silk	ap pēar'

**How the Corn Grows.\***

When the corn begins to sprout  
A wee green leaf comes peeping out.

One by one the leaves unfold  
And show the slender stalk they hold.

While the stalk keeps on to grow  
The tiny ears begin to show.

Soon from out each half-grown ear  
Will silvery threads of silk appear.

When the pretty silk is spun  
It turns the color of the sun.

When the summer sun is gone  
'Tis time to gather in the corn.

---

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## LESSON L.

stărt'led	re çeiv'ing	noi'sy	swām
sērv'ant	ū'sū al	jān'gle	lōaf
brīm	ġen'tle man	mās'ter	bōught
a while'	hăb'it	bāk'er's	found

Pronounce *bought*, bawt ; *usual*, yū'zhū al.



## Stories about Dogs.

1. Ponto is ringing the bell for his dinner. He was very hungry and did not like to wait any longer. So he caught up the bell and sent a din through the house that startled every one.



2. After that, if his dinner was not ready in good time, he would take the bell and give it a noisy jangle.

3. Another dog, named Dandy, was in the habit of receiving a penny every day from his master. This he always took to a baker's shop, and bought a small loaf of bread for himself. One day a gentleman in sport gave him a bad penny.

4. Dandy ran off with it to the baker's as usual, but the baker would not give him his loaf. The poor dog waited a moment, as if thinking what to do.

5. He then went back to the house of the gentleman, and when the servant opened the door, he laid the penny down at her feet, and walked away.

6. Boz was a fine large dog, and a very wise one, too. One day he was sent across a river for two hats which had been left there on the ground. Boz found them, but it was hard for him to take them both in his mouth.

7. The two hats were not the same size. Boz looked at them awhile and then put the

smaller hat inside the larger one. He then took them both by the brim with his teeth, and swam back to his master.

Let the pupils tell one of these stories in their own language.

Let them tell any other dog story they know.

Let them write something about their own pets.

Let them write the names of the animals they know about.

*Fill each blank by writing the name of something that will complete the sentence correctly.*

. . . is red.  
. . . is cold.  
. . . is bright.  
. . . is sweet.  
. . . is hard.  
. . . is white.

*Draw a line under the names of the things which these words tell about.*

***Phonic Exercise.***

g̃	g̃oes	g̃lād	lĕg̃	bĕg̃
ġ	ġill	ġerm	āġe	lārġe

## LESSON LI.

blānk'et	crūm'pləd	shāde	sprēad
ôr'chard	côv'erings	peārs	bees
wrāp'pəd	crā'dles	bā'bies	sāt'in

## The Tree-Babies.

1. This is a beautiful spring day, Lucy! Would you like to come and walk with me in the orchard?

2. O yes, mamma, indeed I would! I am so glad the long cold winter has gone at last.

3. So am I, Lucy. I love the spring-time more than any other part of the year. Pretty soon we shall see the "tree-babies" coming out of their cradles.

4. Where are the cradles and the "tree-babies," mamma? What do you mean?

5. Look at the branches of the trees, Lucy. See how full they are of little brown buds. These are what I call cradles. There are tiny baby leaves, or baby flowers, inside of each one, and every baby is wrapped up snug and warm in a blanket as soft and smooth as satin.

6. Why, mamma! I think that must be what the little song means,

“Rock-a-bye baby on the tree-top,  
When the wind blows the cradle will rock.”

Can I see the “tree-babies” if I look inside  
of a cradle?

7. They are too small for  
you to see, Lucy. But soon the  
sun will warm them and they will  
begin to grow. Then the little crum-  
pled leaves and flowers will push  
away their tiny cradles and blankets,  
and spread themselves out, until they  
become quite smooth.

8. Which are the leaf-buds and  
which are the flower-buds? Can you  
tell, mamma?

9. Yes, Lucy. Just look at this peach-  
tree branch. Leaves will come from the  
long pointed buds, and flowers from the  
round ones.

10. Every summer new buds grow, and  
every fall and winter they wait, shut up in  
their close coverings. Every spring they

burst out and make new leaves and blossoms for the trees.

11. Then the birds say, "Let us build our nests in this beautiful shade."

The bees say, "Let us get our honey from these beautiful flowers."

The farmer says, "I shall have pears, peaches, and apples in plenty this year."

What are the little brown buds called ?

What do they contain ?

What trees do you know that bear fruit ?

What trees that bear only flowers ?

Write the names of the fruit trees you know.

Write a sentence containing the word *buds*;—the word *flowers*;—the word *blossoms*.

*Let the pupils write these words and then make them into new ones by adding er, or ly. Let them mark the familiar vowels.*

loud	soft	hard	fresh
sweet	neat	kind	sick
smooth	rough	sharp	quick

### *Phonic Exercise.*

n	nôr	new	bẻn	seen
n	ăngrý	fínger	thắnk	stronɡ

## LESSON LII.

hūm'ming	gnāts	a bound'	rīng
wheel'ing	lārk	shōōt	ēach
prōm'ises	āir'y	sōar'ing	blūe

## The Voice of Spring.

1. I am coming, I am coming!—  
Hark! the little bee is humming.  
See, the lark is soaring high  
In the blue and sunny sky;  
And the gnats are on the wing,  
Wheeling round in airy ring.
2. Look around thee,—look around!  
Flowers in all the fields abound;  
Every running stream is bright;  
All the orchard trees are white;  
And each small and waving shoot  
Promises sweet flowers and fruit.

What flowers abound in the fields?

What is meant by "Gnats are on the wing?"

What is meant by "All the orchard trees are white?"

Write and pronounce all the words ending in *ing*.

Write in full the words *they're, they'll, there's, he's*.

## LESSON LIII.

mī'crō-scōpe	hāirs	grūb	nūm'ber
tūm'bler	jaws	lips	shōrt
çeil'ing	still	dūst	trūnk
grāin	lāçe	lāid	frōnt
brūsh'es	skīn	pādş	fôrms

## The Fly.

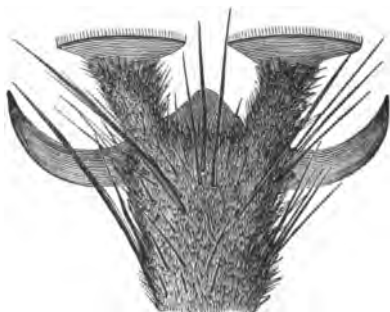
1. O papa! did you bring the little glass to-day that you promised me? I have a fly all ready, and I am in such a hurry to see how big he will look.

2. Yes, Jessie, here it is. But before you use it, I want you to call it by its right name—a mī'crō-scōpe.

3. Thank you, papa, for my pretty microscope. And now for a good look at you, Mr. Fly. Well, what a big fellow you are indeed, and what fine lace wings you have. Do look at his eyes, papa! they take up nearly the whole of his head.

4. Yes, Jessie, they are very large, and if we had a stronger glass, you would see that each eye is made up of a great many small eyes. He can see with every one of them.

5. Now look at his feet, as he walks on the inside of the tumbler. He has two pads with a great number of short hairs on them. These are what he holds on with when he walks on the smooth glass or on the ceiling.



A FLY'S FOOT.

(Magnified.)

SHOWING HOW IT HOLDS ON TO THE CEILING.

6. How does he eat, papa? Has he any teeth?

7. No, Jessie, he has no teeth nor jaws, but he sucks his food through the tiny tube that you see him put out so often. This tube is called the trunk. At the end of it are the lips of the fly.

8. See that grain of sugar! He has let a drop of water fall on it from his trunk. When the sugar is quite soft, he can suck it up very easily.

9. What is he doing now, papa, with his two front legs? He moves them about just like two little hands.

10. He is only making himself clean after



eating, just as all nice boys and girls should do, Jessie, after a meal. A fly is very neat, and brushes his head and wings and legs a great deal. He does not like to have any dust on them.

11. Well, I wonder where flies come from. Can you tell me, papa?

12. A fly has not always been a fly, Jessie. It was once a small white grub. The eggs from which the grubs come are laid upon something that they can eat. At first the grub does nothing but eat. It eats day and night, until it has grown to its full size.

13. Then its skin forms into a hard shell and it lies quite still for awhile. But inside the shell, the grub begins to take the form of a fly. At the right time the shell breaks, and out comes a full-grown fly, head, wings, body, and six legs.

How many legs has a fly?

How can a fly walk on the ceiling?

What can a fly do with his two front legs?

How does a fly eat without teeth?

What do flies come from?

When does a fly get its full size?

What is meant by, "It eats day and night?"

## LESSON LIV.

tōngues	spēck	nōse	chōose
tīck'ling	bēck	shōes	sē'crēt
com plāins'	three	ōpe	pāirs

Pronounce *tongues*, *tūngz*.

## The Fly Song.

1. Baby Bye,  
 Here's a fly ;  
 Let us watch him, you and I.  
 How he crawls  
 Up the walls,  
 Yet he never falls !  
 I believe, with six such legs,  
 You and I could walk on eggs.  
 There he goes  
 On his toes,  
 Tickling Baby's nose.
2. Spots of red  
 Dot his head ;  
 Rainbows on his back are spread ;  
 That small speck  
 Is his neck ;  
 See him nod and beck !

I can show you, if you choose,  
Where to look to find his shoes,  
Three small pairs,  
Made of hairs ;  
These he always wears.

3. In the sun  
Webs are spun.  
What if he gets into one ?  
When it rains,  
He complains  
On the window-panes.  
Tongues to talk have you and I ;  
God has given the little fly  
No such things ;  
So he sings  
With his buzzing wings.

4. Flies can see  
More than we ;  
So how bright their eyes must be !  
Little fly,  
Ope your eye ;  
Spiders are near by.

For a secret I can tell,  
 Spiders never use flies well;  
     Then away,  
     Do not stay.  
 Little fly, good-day.

What is meant by "Rainbows on his back are spread?"  
 How does a fly sing?  
 Why can flies see more than we?

*Let the pupils change these statements into oral questions thus:—*

**Statement.** The river was made of many brooks.

**Question.** Was the river made of many brooks?

Joe had saved fifty cents.

Bessie could make salt from sea-water.

Field mice have a summer nest and a winter nest.

My beans ought to be up by this time.

There are curious birds in South America.

Sugar is made from the juice of the sugar-cane.

Corn has pretty silken threads.

We can see the tree-babies.

A microscope will make a fly look large.

### ***Phonic Exercise.***

s	sōb	sīng	cēnts	shīps
ș	rōșe	thōșe	boyș	hīș

## LESSON LV.

rōad'side	cār'ried	cūrləd	būnch
bear	rōll'ing	cāre'ful ly	plāy'ful
mārked	a sleep'	härm'less	nāməd

Pronounce *marked*, märkt.

**The Tame Bear.**

## Part I.

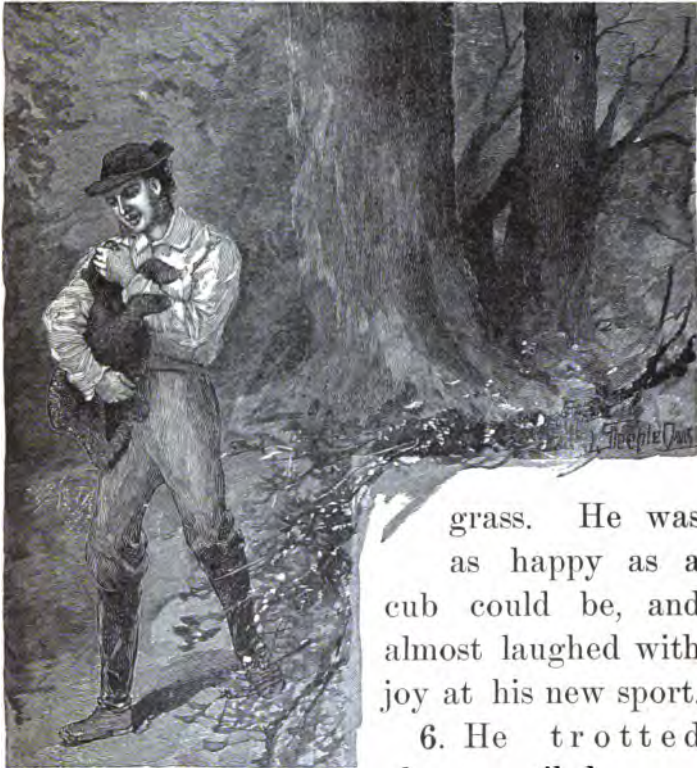
1. Once upon a time a mother bear made her home in a hollow tree near the edge of a wood. Here she lived and took care of her one little cub.

2. The bear had been up and down the old dead tree so often, that it was all worn and scratched by her sharp claws.

3. After a time the cub grew to be so large and strong that he could reach up and take a peep outside of his snug home. This was great fun for him.

4. One day when he was left alone, he thought he would try his own little claws in getting to the ground. It took him some time to get started, and he was very near falling more than once, but at last he got safely down.

5. For awhile he played near his home in the old tree, rolling over and over on the



grass. He was as happy as a cub could be, and almost laughed with joy at his new sport.

6. He trotted about until he was quite tired, and felt like having his morning nap. So he curled himself up like a little black ball under a tree near the road-side, and fell fast asleep.

7. When he opened his eyes, it was not the mother bear that he saw, but a great man looking at him.

8. The man looked carefully about to see that the mother was not near. Then he took up the little black bunch in his arms, and carried him home to his son Albert.

9. The cub was as playful and harmless as a kitten, and the boy became very fond of his new pet. For awhile he fed him on milk, and then he gave him bread with his milk.

10. At last he let him have many other things to eat, cake and maple-sugar and fruit. The little bear liked them all.

11. Albert named the bear Sam, and marked his side with a large letter S.

*Let the pupils read, spell, and write the words which mean more than one.*

man	mouse	ox	knife	child
men	mice	oxen	knives	children
baby	potato	fox	foot	sheep
babies	potatoes	foxes	feet	sheep

## LESSON LVI.

fōl'lōwəd	nōon	stōve	tēach' er
rē çæss'	lūnch	hōpe	pushəd
him sēlf'	pōke	shāre	dāred
strānge	sēarchəd	löss	mās'ter

## The Tame Bear.

## Part II.

1. In a short time Sam became very tame, and followed his young master, just as a dog would, everywhere he went.

2. He would not stay at home when Albert went to school. So the boy and the bear went together every day, and every day a big dinner-basket went with them.

3. All the boys and girls knew Sam, and were glad to have him come to school. No one was afraid of him, but all liked to play with him at recess and at noon.

4. Sam liked the children, too, for they were all kind to him, and gave him a part of the good things they had for their lunch. If they ever forgot him, he would poke his nose into the baskets and help himself. Sometimes he would get more than his share,



5. In the summer, Sam had to stay out of doors; but when winter came, the teacher let him come into the house. It was fun to see him stand up by the big stove in the middle of the school-room and warm himself.

6. Summer came again, and Sam still went to school with Albert. But one day the bear could not be found when it was time to go home. The boys called Sam! Sam! for a long time, but Sam did not come.

7. Day after day they searched for the pet bear, but he could not be found. At last they gave up all hope of ever seeing him again. Poor Albert was almost heart-broken over his loss.

8. Ten years went by. Other children were in the old school-house, and a new teacher, who had never known Sam. The boys and girls that had played with him had long ago left school.

9. One very cold day in winter, the school-house door was pushed slowly open, and a big black bear walked into the room. He went straight up to the stove, and stood on his hind legs to warm himself.

10. The boys and girls were all in a great fright, but no one dared to move. So they all kept as still as they could, hoping every minute that the bear would go out.

11. After awhile he went to the lunch-baskets, and poked his nose into them, one after another. When he had eaten all that he wanted, he gave one look around the room, and then walked away.

12. As soon as he had gone the teacher and the children went home, as fast as they could run, to tell the strange story.

13. Some young men started off at once to hunt for the bear. It was easy to track him in the deep snow, and soon they came up with him and shot him. When he lay dead at their feet, what was their surprise to find a great letter S marked on his side.

14. Then they all knew that it was the long lost Sam. How sorry Albert felt when he found that his old playfellow had been killed. Poor Sam! he did not forget the old school-house and his old friends, but they forgot him!

## LESSON LVII.

cheer'ful ness	chěr'ishəd	sought
in tro dūce'	maid'ən	fōlks
light'sōme	wēl'cōme	çēr'tain ly

Pronounce *sought*, sawt.

## Cheerfulness.

1. There is a little maiden—  
Who is she? Do you know?  
Who always has a welcome,  
Wherever she may go.
2. Her face is like the May-time,  
Her voice is like a bird's,  
The sweetest of all music  
Is in her lightsome words.
3. Each spot she makes the brighter.  
As if she were the sun;  
And she is sought and cherished,  
And loved by every one;
4. By old folks and by children,  
By lofty and by low:  
Who is this little maiden?  
Does anybody know?

5. You surely must have met her;  
 You certainly can guess;  
 What? Must I introduce her!  
 Her name is Cheerfulness.

Copy the last two lines and write the punctuation marks.

*Let the pupils copy these names of the days and mark the vowels.*

Sunday

Monday	Thursday
Tuesday	Friday
Wednesday	Saturday

How many days are there in the week?

How many are called "week days?"

Why is Sunday different from the other six days?

### *Phonic Exercise.*

ch	child	chirp	catch	search
ng	ring	sing	bring	thing

## LESSON LVIII.

air	de light'	pours	perch'es
rice	plant'er	hours	a light'
flocks	reed	notes	yel'low

## The Rice-bird.

1. The little Rice-bird is found in the rice-fields of the South. Here he gets very fat on rice seed, insects, and wild grasses.

2. He is a beautiful black and white bird, with an edge of yellow on some of the feathers of his back and wings.



3. The Rice-bird is a great singer. All day long his merry notes can be heard, far and near. He perches on some small

bush or tree, and pours out his cheerful song to the delight of all who hear him.

This is what he seems to say—

4. I sing to the sun, as he rises at morn,  
And I answer at noon, to the planter's loud horn,  
And I keep up my song through the bright summer  
day,  
As I sail over rice-fields or perch by the way.
5. My days never dark, and my hours never long,  
Are filled up with flitting and soaring and song—  
A bird of the air, I am under the eye  
Of Him who keeps watch wherever I fly.

6. Early in the spring great flocks of these birds move to the North. There they spend the summer in building their nests and taking care of their little ones.

7. In the North the Rice-bird is called the Bobolink, and is often seen in wet places, where coarse grasses grow.

8. Here he will alight on a bush, or tall reed, and sing over and over again—

“Bob-o-link, bob-o-link,  
Spink, spank, spink.”

Then at the end of his song he seems to laugh and to say, “clear out.”

## LESSON LIX.

scām'per

shiv'er ing

hēat

brings

rēd'dan

wēst

nôth

blōw

ēast

## What the Winds Bring.

Which is the wind that brings the cold?

The North Wind, Freddy, and all the snow;  
And the sheep will scamper into the fold  
When the North begins to blow.

Which is the wind that brings the heat?

The South Wind, Katie; and corn will grow,  
And peaches redden for you to eat,  
When the South begins to blow.

Which is the wind that brings the rain?

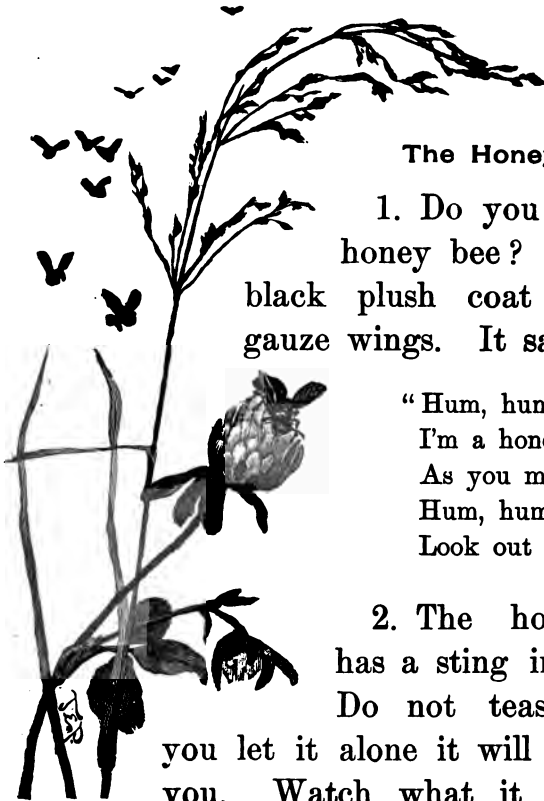
The East Wind, Arty; and farmers know  
That cows come shivering up the lane  
When the East begins to blow.

Which is the wind that brings the flowers?

The West Wind, Bessie; and soft and low  
The birdies sing in the summer hours  
When the West begins to blow.

LESSON LX.

téase	thrústs	crowd	queen
plúsh	çèll	squeez'es	drônəs
gauze	súckəd	bee'-hive	lā'zy
stíng	stíff	knee	wáx



The Honey Bee.

1. Do you see that honey bee? It has a black plush coat and fine gauze wings. It says

"Hum, hum, hum,  
I'm a honey bee  
As you may see.  
Hum, hum, hum,  
Look out for me."

2. The honey bee has a sting in its tail. Do not tease it. If you let it alone it will not hurt you. Watch what it is doing.



It thrusts its long tongue into a flower and sucks up all the sweet juice. This it puts into a little bag in its body.

3. It has funny little baskets on its hind legs, made of stiff hair. These baskets are so small that you can not see them. The bee fills them with yellow dust found in the flowers. This it takes to the baby bees for their food.

4. The honey bee flies from flower to flower, buzzing with its wings and working with its tongue and legs. When its baskets are full of dust or its bag is full of juice, it flies home in a straight line, though it be miles away.

5. The honey bees' home is called a "bee-hive." It is a little house as high as a boy's knee. Here lives the queen, or mother bee. She lays the eggs from which the young bees come.

6. Here, too, live the drones, or lazy bees. They stay at home nearly all the time and never gather honey or make any wax. The other bees work whenever they can. The drones do not live long. Before

winter comes, the honey bees sting them to death, or drive them out of the hive.

7. When a honey bee gets home, it goes to a tiny wax cell and squeezes out all the juice from its little bag. When the cell is full, the bee covers it over with wax. The yellow dust is taken in the baskets to the baby bees for them to eat.

8. Many honey bees live in each hive, but they do not crowd one another. When the number of bees is too large for the hive, some of them go away and find a new home. The queen goes with them and a new queen lives in the old hive.

Do you know what flowers the honey bee likes best?

How do bees get honey?

What are the lazy bees called?

*Write these sentences, filling the blanks with the proper words from the columns at the left.*

<i>sea, see.</i>	They stood on the beach to — the —.
<i>bin, been.</i>	The coal has — put into the —.
<i>dear, deer.</i>	My pretty — is a — pet.
<i>to, too, two.</i>	The — boys were — tired — play.
<i>blew, blue.</i>	The sky was — and the wind — cold.
<i>hear, here.</i>	Come — and — this story.
<i>cent, sent.</i>	Mother — me a five — piece.

## LESSON LXI.

dăf fo dîl'lies	côl'um bîne	drêar'y
fră'grant	trêas'ûre	wêa'ry
lêv'ies	rôs'es	lîl'ies
toil'ing	smell'ing	șçent

Pronounce *treasure*, trêzh'êr.

## The Song of the Bee.

## 1. Buzz! buzz! buzz!

This is the song of the bee.

His legs are of yellow,

A jolly good fellow,

And yet a great worker is he

## 2. In days that are sunny

He's getting his honey;

In days that are cloudy

He's making his wax:

On pinks and on lilies,

And gay daffodillies,

And columbine blossoms,

He levies a tax!

## 3. Buzz! buzz! buzz!

The sweet-smelling clover,

He, humming, hangs over;

The scent of the roses  
 Makes fragrant his wings:  
 He never gets lazy;  
 From thistle and daisy,  
 And weeds of the meadow,  
 Some treasure he brings.

4. Buzz! buzz! buzz!  
 From morning's first light  
 Till the coming of night,  
 He's singing and toiling  
 The summer day through.  
 Oh! we may get weary  
 And think work is dreary;  
 'Tis harder by far  
 To have nothing to do.

Why does the bee work so hard?

What does the bee do on sunny days?

What does he do on cloudy days?

Write the names of the different flowers mentioned.

*Phonic Exercise.*

th	thin	thick	teeth	earth
th	then	there	other	smooth

## LESSON LXII.

guard

soul

wick'ed

## I Must Guard Them.

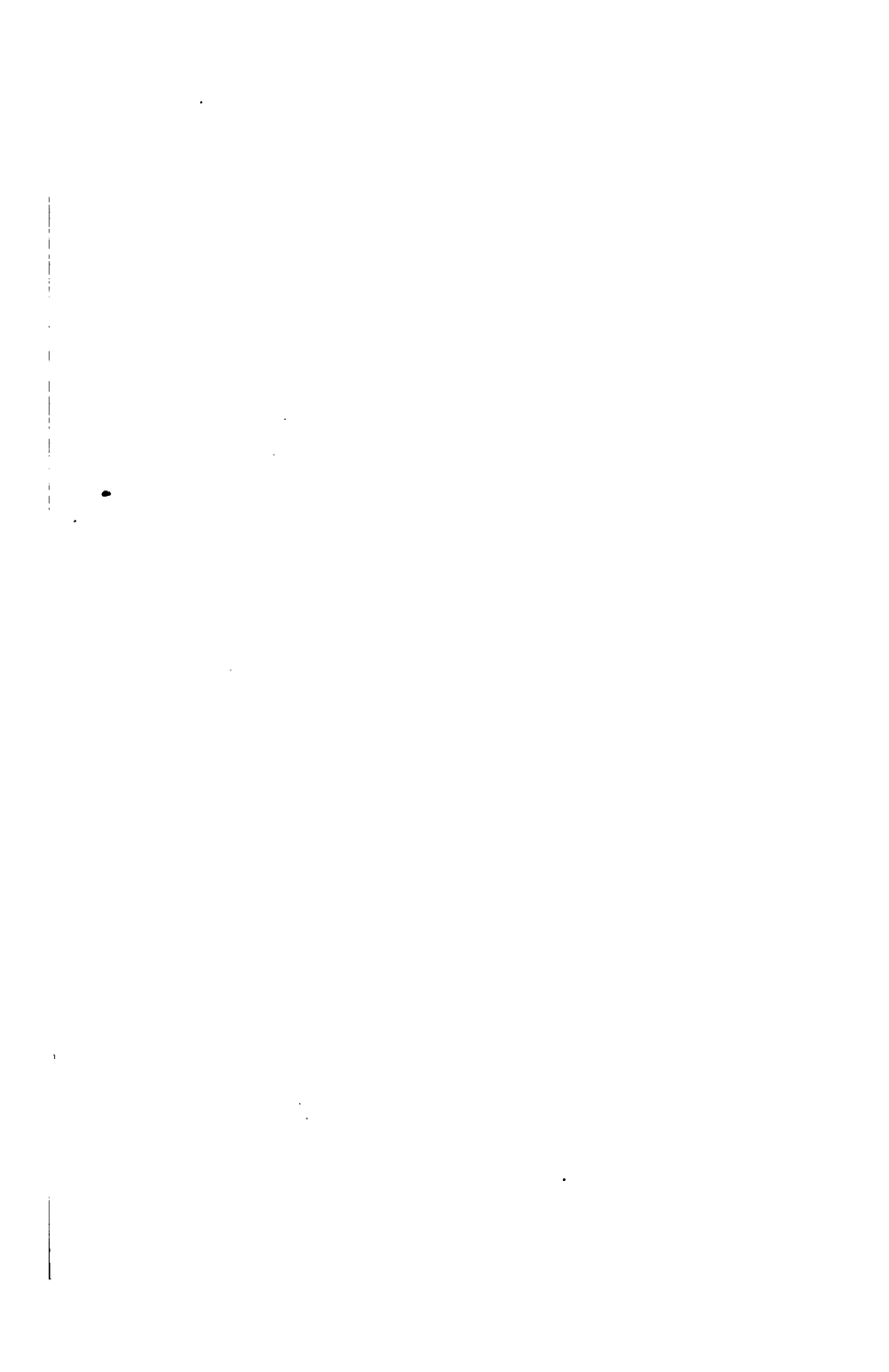
I must guard my tongue;  
Let no evil word pass o'er it,  
Set the watch of truth before it.

I must guard my eyes;  
Let them look on what is right,  
From all evil turn their sight.

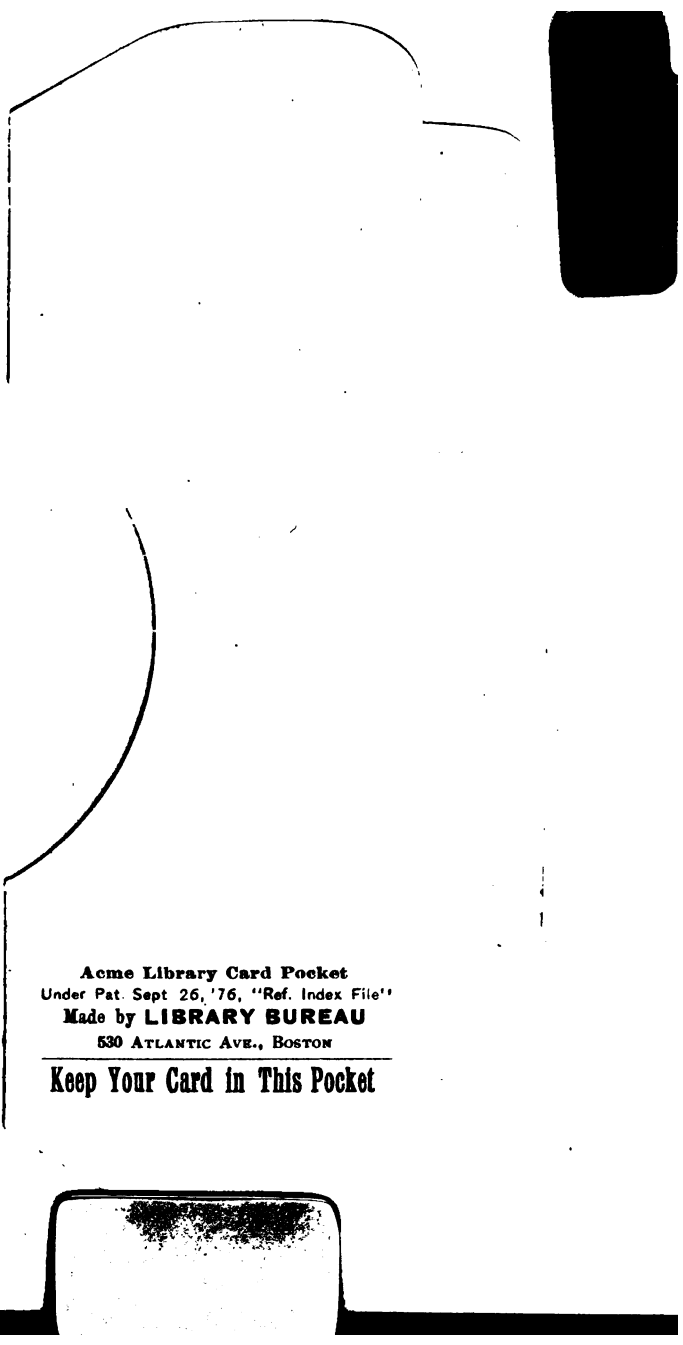
I must guard my ears;  
Let no wicked words come in,  
That may cause my soul to sin.

Ah! these busy three!  
Eyes and ears and thoughtless tongue,  
I must guard while I am young.









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